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# CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

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## Cubans know you can trust its quality

From Havana to Santiago—and in between or on beyond—you'll find Coca-Cola an especial favorite of our Latin cousins in the Caribbean. And with good reason. You see, the Queen of the Antilles supplies great quantities of the goodness that goes into every bottle of Coke. Cubans know they can trust the quality of Coca-Cola. And so, of course, can you.

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# CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

OCTOBER 1951 . . . Volume 47, Number 7

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DR. REX H. TURNER *President*  
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State Headquarters  
693 Sutter Street  
San Francisco 2, California

## COVER PICTURE

*Snow-capped peaks of San Gabriel Range tower over orange groves in the warm winter valleys of Southern California.*

THE present citrus industry in this country stems from the cultivation of citrus fruits in various parts of the world for many centuries. Finally selected for commercial production in the United States were relatively few of the great number of varieties.

Orange growing in California received its initial impetus at San Gabriel Mission. This, the fourth mission to be established, was founded in 1771 near the present city of Los Angeles. It is probable that the original orchard consisted of around 400 trees.

Two factors contributed to the rapid growth of the California citrus industry during the late 1870's and early 1880's. First, the development of transcontinental transportation facilities made it possible to ship fruit to eastern markets, where good returns were obtained for these shipments. Second, the Washington Navel orange, planted in 1873 at Riverside, was found to be peculiarly adapted to California conditions, and to the production of large, well-colored fruit of good flavor and keeping quality.

Today the nutritive value of citrus fruits, especially the orange is well known. Its great yield of vitamin C has been found to be of much benefit in prevention of colds, scurvy and an aid to the healing of wounds. Likewise, it is essential to the growth of youngsters and is recommended in the daily diet of school children.

Illustrative of films prepared by the California Fruit Growers Exchange is "Golden Journey," a short sound film used in elementary and high schools. —By L. Arnold Pike, CTA Southern Section.

Photo courtesy All-Year Club of Southern California.

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## ... A Time for "Carrying the Ball"

Not that we'd change the rules of football, but there is a time when the game can be won only when everyone "carries the ball" at the same time. When it comes to the problem of our children's poor eating habits, **that time is now.**

Wouldn't you say it was a mighty serious matter that more than half our youngsters are not meeting minimum dietary standards necessary for robust health? In a recent study conducted among 59,727 children, 40% of their diets rated "Poor," 27%, "Fair," and only 33%, "Good." Significantly, the survey showed a lack in **all** basic food groups and at **all** economic levels.

These sorry figures indicate great need for improvement. And the place to begin is **in the schools**, for through them the entire community can best be reached.

Here, certainly, is an opportunity for the entire food industry, with its vast reservoir of nutrition knowledge and research facilities...and educators, with their enormous opportunity for reaching and influencing the youth of America, to join with parents

and children in an all-out offensive against this problem.

In school after school, we have seen coordinated nutrition-education programs improve eating habits. Write for challenging new booklet based on diet survey results.



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F. E. COMPTON & COMPANY wishes to express appreciation for the hundreds of splendid letters sent in by teachers throughout the United States telling specifically how they use Compton's Pictured Encyclopedia in the classroom. These letters have been a most revealing experience. They prove to us as nothing else could the success of our constant efforts to improve Compton's as a school and library encyclopedia. They will help us make Compton's even better.

Every letter points out the unusual qualities of Compton's as a source in which needed information is easy to find at the time interest is at its height. But over and above this, every teacher relates other important educational objectives carried out with Compton's — objectives which could only be accomplished with an encyclopedia designed specifically for the use of teachers and school children.

The following excerpts give an idea of the hundreds of valuable teaching hints contained in these letters:

## "Restless Periods"

Dinner hours, rainy days, mischievous Johnnies can play havoc with a good disposition that a list of interesting items to look up in Compton's can save.

## Help for the Shy Pupil

It is very difficult for a fifth-grade teacher to give her children enough experience in reading large numbers that are meaningful to them. I had asked my group to see how many real large numbers they could find and bring to class. A shy little girl who had never made a single contribution to her class walked proudly to the front of the room with a Compton's in her hand. Her face was beaming when she opened the book to the large colored picture of the earth and showed it to the group. She smilingly said:

"How Big Is the World? I Am Going to Tell You!" Then she read the figures to the class. They were really surprised! They asked several questions about the numbers. They were written on the board and re-read to them. They read them again and again. It has been easy for this little girl to make contributions to her class every day since then.

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## "Interest Questions" Inspire Research

Motivated seat work, of a very constructive nature, can be found by placing on the board or on slips of paper some of the *Interest Questions* found in the front of each volume of Compton's so that the pupils may search for the answers.

## High-School Community Activities

Often our classes are asked to participate in school, community, and city-wide activities. When asked to submit a radio quiz show, they were inspired by Compton's biographies, "The Men Who Discovered Electricity's Secrets." When asked to stage a television program, the group selected Compton's effective experiments of the three ways of producing electricity. The culmination of our Light unit, "Color Magic and Illusion," proved so dynamic that we were asked to give an assembly demonstration — and here again Compton's was the source.

## "Like 'Seeing-Eye' Dog"

I use Compton's in my classroom much as a blind man uses his seeing-eye dog. I distribute the books at random to the children and ask each to skim through the volume he received and select any topic he finds of particular interest, read it through, and then summarize the article and present it to the class as a two-minute talk. It is revealing to see how much the children can assimilate from these experiments. I attribute most of this to the clarity, preciseness, and simplicity of manner in which Compton's is written.

## A "Framework" Enriches Unit Study

Beginning with the early history of the European Frontier of the U.S., the Early Explorations, Colonial Life, Founding of a Nation, the Western Movement and Territorial Expansion in Compton's (using the maps, graphs, etc.) supplied the framework of a unit of work that I shall never forget. Never could this have been so full of meaning had it not been for the power of Compton's to stimulate thought and to enrich the minds with the simplicity and clearness of language used.

## Industrial Arts, Crafts, and Fine Arts

We use Compton's for industrial arts, craft work, and fine arts. We made miniature machines. One of my boys, who is not able to read, looked at pictures in Compton's and made two carts and a wagon. A group of boys made a water wheel. One of my problem children made an oil derrick and an elevator. After our reading was completed a group made a mural, which was put on exhibit at the science fair. An art teacher asked for the mural so that she might put it on exhibition at the University. She said, "The reason I like that picture is because I can tell that the children knew what they were painting!"

FREE: For other intriguing ideas contributed by teachers in the Compton contest write us for a free copy of "Teaching Hints from Teachers"

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# CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

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## ADMINISTRATORS to Study School Finance

**P**RESENT economic trends offer no hope that the financial problems facing California school districts will be alleviated except by substantial increases in the state apportionments for public education.

Efforts to increase state apportionments in recent years have met some success but the total result has been decidedly inadequate. The problem must be faced squarely by the profession before we can hope for a mobilization of lay opinion in support of any specific plan for action.

As a matter of policy, the CTA Board of Directors intends to make better use of our affiliated statewide organizations by assigning, from time to time, major areas of interest to appropriate affiliates with the request for study and subsequent report of recommended action to the California Teachers Association.

## *CASA Invited to Organize the Study*

In line with this policy, the Board of Directors has invited the California Association of School Administrators to undertake a comprehensive study of desirable action to be taken in the near future in the field of school finance. Of all the affiliates of the CTA, the Administrators are best equipped by training, experience and responsibility to work in this area.

The invitation included a request that the first report of the study be brought to the Finance Committee and the State Council of the California Teachers Association at its forthcoming December meeting in Los Angeles.

## *Leadership Accepts Challenge*

The leaders of the California Association of School Administrators have accepted this challenge. They are already outlining plans to organize this study with competent leadership and with democratic participation by all segments of the profession in all parts of the state.

This is not an easy task. The CTA Board of Directors is appreciative of the willingness of the Administrators to undertake it. The final action, of course, must rest with the California Teachers Association Finance Committee and the State Council, but the task of mobilizing fact and opinion, without which state action cannot be achieved, is being delegated to an affiliate in the belief that the Administrators are best equipped to accomplish it successfully. — A.F.C.

# CALIFORNIA Is Proud of the NEA

## *CTA President's Message On the Convention*

**E**VER since the 1939 NEA Convention came to California, teachers from all over the nation have been asking, "When are we coming to California again?"

Their question was answered when the California Teachers Association invited the Association to have its 1951 Convention in California. The teachers of San Francisco and particularly Dr. Herbert C. Clish, superintendent, and his staff offered their services as a convention city. Several thousand delegates and visitors enjoyed the hospitality and planning of the teachers of California.

The Planning Committee and its several sub-committees started work over a year ago. Committee members were well chosen, for every responsibility was carried out in an enthusiastic and commendable way. Thousands of details, that only those who have participated in such planning can envisage, were carried out in a meticulous manner. Correlation with NEA headquarters in Washington was beautifully done. Teachers throughout California contributed financially so that all Convention obligations were met.

Committees gave unstintingly of their time and effort over months; hundreds of teachers, supervisors, and administrators were involved. Each committee chairman expanded his own responsibility as the need dictated. Volunteers by the scores contributed their time from a few hours to many days.

It is impossible to name all who helped in this tremendous undertaking, but it is permissible to name the General Chairman, for it is due to her arduous, cheerful, painstaking planning over a full year's time that we can justly boast of one of the finest Conventions of all time. We salute Miss Myrtle Gustafson, Supervisor of Language Arts in the Secondary Schools of Oakland, and express to her our heartfelt appreciation and through her to everyone who participated for another truly great California NEA Convention.

We are particularly grateful to Dr. Frank W. Parr of the California Teachers Association, and to the CTA staff for advice, planning, and ever-ready assistance.

Committee members worked so happily with various interests that very large amounts of materials, etc., were donated. Never before have so many of the little and big things that make an enjoyable and memorable convention been so joyfully solicited and given.

We, the teachers of California, are deeply grateful to all of the individuals, organizations, and business firms which helped so generously. We are appreciative of the prestige given our Convention by the men and women who made up the Honorary Citizens Committee. Numerous individuals and firms that gave generously of money, time, and personal help to make possible the gratuities, favors, and remembrances played an indispensable part in our Convention. This expression of thanks from the teachers of California and the nation testifies that our heartfelt appreciation of their generosity is our best means of reciprocating for their courtesy.

It is a privilege for me as your President to express to those who took part the appreciation of all the other members of California Teachers Association for everything you did on this Convention, and to congratulate you on producing a Convention that will rank with the finest of all times.

*Rex H. Turner*  
President, CTA

## *To All Members of California Teachers Association*

**A**S chairman of the Planning Committee for the National Education Association Representative Assembly held in San Francisco, July 1-6, I wish to express my sincere thanks to all of the teachers and administrators in the state who so generously gave their time, thought, energy, and money to make the Convention a memorable event.

From all over the United States and from overseas visiting delegates we are receiving letters of thanks and appreciation for the hospitality and courtesies extended to them by their California hosts. All reports indicate that it will be a long-treasured experience.

The teachers and administrative staff of San Francisco deserve special thanks for their services and contribution of school facilities, equipment and personnel. Dr. Herbert C. Clish, superintendent of San Francisco schools, and his entire staff spared nothing, and no request for help was too small or too great to receive the personal attention of the superintendent himself. Periodic conferences with Dr. Clish provided the finest possible working relations between the CTA Planning Committee and the local school system in cooperative planning of the Convention.

Through the courtesy of Dr. Vaughn D. Seidel, superintendent of Alameda County schools, cars were provided for NEA officers and staff members. Audio-visual equipment and services supplied by Dr. Seidel's staff were greatly appreciated.

The California Teachers Association staff gave their help and advice throughout the year. Dr. Frank W. Parr, as CTA adviser, devoted almost full time to helping the Planning Committee with many problems and contacts which arose in developing and executing the plans.

To the Planning Committee members and to the chairmen of the various working committees I should like to shout my thanks from the housetops. Never did a chairman work with a finer, more professional group. Without their untiring effort, their marvelous enthusiasm, their clear vision, their good public relations, could our convention committees have accomplished what at many times seemed to be the impossible. Working with this group of professional leaders has been one of the most challenging and inspirational experiences of my life.

California can well be proud of its role of host to the National Education Association. Service to others brings rich returns in satisfactions and new horizons. With the largest number of delegates in attendance, our California members received added inspiration from direct participation in the program of a professional organization of educators totaling a half-million members.

The National Education Association became more real as we took part in delegate assembly sessions, general and discussion meetings. Individually and collectively as an organized profession, we rededicated ourselves to our task of providing the best possible educational program for our boys and girls and our young men and women. By so doing, we can express our thanks to the National Education Association for coming to our state.

Sincerely,

*Myrtle Gustafson*  
Chairman, Planning Committee,  
1951 NEA Convention

A complete financial report of the contributions and expenditures relative to the 1951 NEA Convention Fund, will appear in the November issue of this magazine. — Ed.



# The Counterattack

## It Starts in the Classroom

By Harry A. Fosdick

**I**F you wanted to start an attack on the schools of your community, where would you look for support and following?

To dissatisfied parents of school-children, of course! What chance would any attack have if the parents of the community believed fervently that their children were receiving superior education under superior teachers?

Now add one more observation — most parents "base their entire judgment of the school system and the profession on the impression they receive from one teacher — or on the report of someone's contact with one teacher."

There's only one conclusion possible. The leading role in fighting unwarranted attacks on the public schools falls to the classroom teachers of every community. They comprise the front line in any counterattack. "A community that appreciates its teachers takes pride in its schools."

The National School Public Relations Association, a department of the National Education Association, has set out to prepare America's teachers for this vital role by making its 1951 yearbook a public relations handbook for classroom teachers.

NSPRA officers noted that so much attention has been given to superintendents' annual reports, press relations, radio and television programs, and the work of full-time public relations consultants employed by some districts that the fundamentals of school-community relations too often were being ignored.

"Public relations isn't something to be left to the experts. Actually, IT STARTS IN THE CLASSROOM," they declared. And that's what they named their book.

### Extraordinarily Ordinary

Deliberately the writers excluded ideas and technics that involved school policy or required action by a whole faculty association to become effective. They centered their attention on ways individual teachers could perform their regular, ordinary tasks with new emphases which take maximum ad-

vantage of each public relations opportunity.

Stated in broad classifications, the NSPRA yearbook committee said teachers frequently fail in personal relationships with the community through lack of pride, loyalty and tact, failures to interpret "Why We Teach," failures in classroom teaching technics, failures in home relationships through assignments and reports, and failures to utilize opportunities inherent in co-curricular activities.

While some teachers fail in these areas, others have found them the ideal channels to good community relations. "It Starts in the Classroom" brings together the experiences of hundreds of teachers who have been successful practitioners. It makes their technics available to every teacher.

### Why? The Basic Question

"Good teaching is good public relations." What is taught — and How — is the foundation of any thinking on improved school-community understanding. Child happiness based on personal achievement in the classroom, regardless of whether the teacher's philosophy and methods are in the "traditional" or the "progressive" category, is the perfect beginning of positive relationships. This, unquestionably, is the central theme.

Bringing pupils, parents, and other members of the community into the curriculum planning and evaluating activities is portrayed as both a means



**T**HREE Californians participated in preparing the new public relations handbook for classroom teachers, "It Starts in the Classroom." Harry A. Fosdick, CTA field representative, and Dr. Thomas E. Robinson, Mercer County Superintendent of Schools, Trenton, New Jersey, were co-authors of the original manuscript and served on the NSPRA yearbook editorial board, of which Dr. Robinson was chairman.

Dr. Frank Hubbard, former Californian who is now NEA Director of Research, served as editor of the handbook. Henrietta A. Raaf, San Diego, was a member of the NEA Department of Classroom Teachers advisory committee.

In addition, many of the specific technics reported were submitted by California members of the National School Public Relations Association.

For the convenience of California Teachers and to enable CTA members to obtain individual copies at quantity-order discount prices, the California Teachers Association, 693 Sutter Street, San Francisco 2, has stocked a supply of this 64-page, 2-color, illustrated handbook. These are available at 75 cents per copy, instead of the regular \$1 rate, if payment accompanies the order.

and a goal. "When pupils know the 'why' and are active participants in the planning process, they achieve better and more intelligently."

Similarly, parents and other citizens who help to plan curriculum enrichment activities achieve an understanding that immunizes them from becoming reckless critics.

"What pupils think about a teacher or a school invariably becomes the thinking of parents and the community. No one else goes into the home as a school representative more often, and no one is listened to with greater interest and credulity."

### What Parents Learn

"What did you learn today?" or "What did you do in school today?"

Probably no questions are more frequently asked of pupils by parents than these. And probably none is more dismally answered.

From the kindergarten child who replies, "We just played," the third grader who adds "We just played store," the high school senior who remembers only that "We spent most of the day practicing for the senior play," the parent gets a weird idea of what's going on at the schoolhouse.

We can be sure that the parents hear much. The complaints they bring or publish frequently show that they don't like what they hear. Yet rarely are pupils helped to summarize their experiences before they leave the classroom or the school.

Homework and progress reports — two elements of the teacher's job

which go directly into pupils' homes—are sources of negative, positive, or neutral relationships between home and school.

How to give an assignment so that both its purpose and its requirements are well understood; how to survey and consider the home facilities or limitations; how to make assignments that are less book-centered, involve parent participation, direct children into a closer relationship and sympathy with their parents, and utilize community resources—these are the helps "It Starts in the classroom" offers teachers.

### Progress in Progress Reports

Many school people can testify that few practices cause more complaints than report cards and efforts to improve them. Yet some system of reporting progress to parents should be an invaluable avenue toward friendly relationships.

Adoption of narrative reports may not be the answer unless each teacher becomes skilled at "wording reports so as to encourage objective and dispassionate thinking, rather than to inspire a desire for retaliation." Also, some "literate enemy of the school could almost crucify teachers on the evidence of their own written com-

munications" when they reflect carelessness or ignorance in sentence structure, spelling or punctuation.

"Parents are inclined to bestow their favor on those schools in which their children succeed." Marking systems built in such a way that fewer than half the pupils can look with pride on their accomplishments are a public relations hazard that many teachers do—and all teachers must—struggle to avoid. Every report sent home is an interpretation of the school as well as of the pupil. Report cards are due for major attention in any long-range public relations planning.

Dramatic attacks on schools have led recently to widening publicity about the organized attacking forces. We have observed that these forces make little headway except when a breakdown in school-community relations has made the field fertile for strife.

### The Best Defense

The best defense, we are told, is a strong offense. In this case, the counterattack starts with positive public relations at home to develop the understanding and appreciation which will surround the school with aggressive protectors.

## The Palo Alto Conference

By Dr. Sonoma Cooper, Berkeley;  
Chairman, CTA State Committee on  
Teacher Education and Professional  
Standards

**E**IGHTY Californians, representing every phase of educational endeavor, participated in the 6th annual conference, National Commission on Teacher Education and Professional Standards, held on the campus of Stanford University, June 27-30, 1951.

Theme of the conference was, "Teaching: A First Line of Defense." Its two broad objectives were (1) to derive ways and means by which the basic importance of teaching in the defense of freedom can secure general public acceptance and support, and (2) by which standards for the profession may be protected and upgraded in a period of national emergency.

The keynote address was delivered by F. E. Engleman. T. M. Stinnett and Dwayne Orton addressed the general evening sessions. The topics for discussion groups were presented by W. Earl Armstrong, Lionel DeSilva, Glenn E. Snow, and Charles W. Hunt. The concluding session was addressed by Ralph W. McDonald; summaries of the discussion groups' reports were presented by Harold J. Bowers, Mrs. Charlotte Richards, Mrs. Eunah Holden, and Ralph E. Heiges.

Twenty-eight discussion groups considered four main topics:

- (1) Meeting the need for qualified teachers,
- (2) Providing resources and climate essential to securing and retaining qualified teachers,
- (3) Developing effective patterns and procedures for the teacher's role in mobilization, and
- (4) Strengthening the professional standards of institutions that prepare teachers.

### Full Reports Are Available

It is not possible to give even a brief summary of the conclusions reached and recommendations made by the discussion groups in the space allotted to this report. However, a preliminary report of the findings of the study groups in mimeographed form was distributed to participants at the concluding session. The final reports of the groups will be reproduced and distributed this fall.

## All California Schools Observe This Week

**THIRTY-FIRST OBSERVANCE • NOVEMBER 11-17, 1951**

*American*  
**EDUCATION WEEK**

<p><b>OUR FAITH IN GOD</b></p> <p>Sunday November 11</p>	<p><b>TEACHING THE FUNDAMENTALS</b></p> <p>Thursday November 15</p>
<p><b>SCHOOLS AND DEFENSE</b></p> <p>Monday November 12</p>	<p><b>URGENT SCHOOL NEEDS</b></p> <p>Friday November 16</p>
<p><b>SCHOOLS KEEP US FREE</b></p> <p>Tuesday November 13</p>	<p><b>EDUCATION FOR THE LONG PULL</b></p> <p>Wednesday November 14</p>
<p><b>HOME-SCHOOL-COMMUNITY</b></p> <p>Saturday November 17</p>	

General Theme. UNITE FOR FREEDOM





## YOUR STATE DEPARTMENT OF EDUCATION

### SPECIAL EDUCATION IN THE CALIFORNIA SCHOOLS

By Roy E. Simpson, Superintendent of Public Instruction

**R**ECOGNITION of the need for education and care of those who deviate significantly in mental and physical conditions has developed slowly. The attitudes of our various civilizations have changed from one of hostility toward those who are different to the present one which affords each individual opportunities in accordance with his abilities and needs. The first attempts in this country to educate severely handicapped pupils were made in the early part of the 19th century through the establishment of residential schools for the blind and the deaf. This type of school became popular in several eastern states. However, during the later part of the century more progressive and enlightened educators revolted against institutionalization of handicapped pupils and began to institute public school programs for them.

Special education in California was first introduced in 1860 when, by direct appropriation of the Legislature and the appointment of a board of directors, a residential school for the deaf was established in San Francisco. In 1865 an appropriation was made for the education of blind children and a combined school for the deaf and blind was established in Berkeley.

#### Pioneer Days

In 1897 the city of Los Angeles pioneered special education as an integral part of the public school program with the establishment of a public day class for deaf children. In 1916 the San Francisco Board of Education instituted a program of speech correction in the public schools of that city. During the next ten years special education programs for deaf, blind, and speech defective pupils were instituted in several of the larger school systems. In 1926 a few school districts began to test the hearing of pupils.

In 1927 impetus was given to the public school program of special education by an act of the Legislature. The chief provision of this act was the reimbursement to local school dis-

tricts for the excess cost in educating physically handicapped children. In the same year a division of special education was established in the State Department of Education, and later reorganized as the Commission for Special Education. In 1947, in the reorganization of the Department of Education, the Commission was replaced by a Bureau of Special Education and made a unit of the Division of Instruction.

Special education services to exceptional children have been greatly expanded during the past ten years. The increase in state subsidies to school districts and to county superintendents of schools, the enactment of mandatory legislation, and the growth in public understanding and appreciation of the needs of youngsters who are different have contributed to this expansion. In some of the special fields special class enrollments have increased markedly. During this period California's growth in special educational and medical services to exceptional children probably has been greater than that in any other state. One index of the growth in this field is the increase in special state apportionments to public schools for this purpose. These apportionments have grown from approximately \$100,000 in 1929 to almost \$5,000,000 in 1950.

Some of the recent legal provisions which have had an important impact on this program are:

a. Provision of special state apportionments to the Departments of Health and Education for current expenditure and construction costs in the cerebral palsy program.

b. Increase from \$200 to \$400 per average daily attendance the excess cost reimbursement to school districts and county superintendents of schools conducting special classes.

c. Mandatory establishment of special schools; classes, and services to physically handicapped and mentally retarded pupils.

d. Requirement that school districts test the sight and hearing of all pupils.

e. Permission for physically handicapped pupils to enter a special class at the age of three.

f. Provision of financial assistance to a teacher-education institution in an attempt

to meet the need for specially trained teachers.

g. Allocation of funds to county superintendents of schools for special services to children.

These provisions have made possible a steady increase in services to youngsters with vision, hearing, and speech defects. It has also resulted in an increase in services to those who were receiving little or no attention, such as the cerebral palsied and mentally retarded. Before legislation affecting these two fields was enacted, less than 100 cerebral palsied children were receiving special education assistance. At the present time approximately 1,100 such pupils are enrolled in special classes in 35 different centers throughout the State. Special training class enrollments have increased from less than 5,000 pupils to approximately 14,000 pupils.

This growth in all areas of service to the exceptional child is significant in two respects: (1) services are being extended to pupils in rural areas through the assistance of county superintendents of schools and (2) special classes are being organized as a part of the regular school program.

At the 1951 General Legislative Session, additional statutory provisions designed to further facilitate preventive and special educational programs for exceptional children in the public schools were enacted. Some of the important legal provisions contained in this legislation (most of which will become effective September 22, 1951) are as follows:

#### Programs Further Facilitated

a. Making possible the administering of vision screening tests by teachers with proper qualifications.

b. Permitting school districts of residence of physically handicapped pupils to include as part of the tuition costs paid to neighboring school districts of attendance operating special classes for such pupils, the cost of the use of buildings and equipment.

c. Increasing to \$150 per unit of average daily attendance, the maximum amount which may be apportioned to school districts and county school service funds for the excess cost of educating mentally retarded pupils in special training classes established under the existing law. (Effective July 1, 1952.)

d. Permitting school districts and county superintendents of schools to establish special training schools and classes for severely mentally retarded children between the ages of 5 and 18 years, and providing for the reimbursement of the excess cost in amounts not to exceed \$200 per unit of average daily attendance.

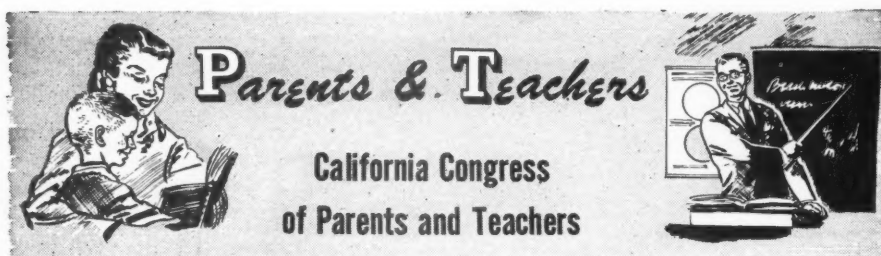
e. Authorizing the Superintendent of Public Instruction to allow school districts and county school service funds reimbursement up to \$350 per unit of average daily attendance for the cost of transporting deaf, blind, and orthopedically handicapped

pupils, including the cerebral palsied, to and from special day classes. (No allowance for these costs occurred prior to the 1951-52 fiscal year.)

f. Providing that for apportionment purposes a minimum day of attendance for physically handicapped pupils shall be the same length of time as for pupils not classified as physically handicapped.

g. Making an exception to the legal provision that no pupil may be credited with more than one day of attendance in any one calendar day for pupils taught individually at the bedside, at home, or in hospitals. Such pupils may not, however, be credited with more than three days of attendance in any one calendar day. Nor can they be credited with more days during any fiscal year than the number of days the regular schools were in session.

During the past decade, California legislators have shown an unusual interest and understanding of the problems encountered in the rehabilitation of handicapped children and adults. The foregoing legislative provisions are further evidence of their continuing interest in humanitarian legislation. California school administrators and their staffs are to be commended for the professional manner in which they are helping solve the many problems involved in providing equal educational opportunities to all children regardless of physical or mental handicaps.



## Student Loans, Scholarships and Fellowships

By Mrs. Eugene Baker, Norwalk, State Student Loan Chairman

**T**HE total amount allocated by the California Congress of Parents and Teachers for the student loan, scholarship and fellowship programs for 1952-53 is \$79,757. Funds for these projects are derived from the sale of Honorary Life Memberships by the 2,680 Parent-Teacher Associations in California.

### Student Loans

Loans are available to students above the high school level to further their education in the amount of \$300 a year, up to a total of \$1200 for four years, payable at the rate of \$150 a semester. The maximum amount that may be borrowed for summer session study is \$150. The total amount loaned to any one student may not exceed \$1200. These loans are without interest charges.

Student loans are granted on the basis of financial need, high character and personality rating, and satisfactory scholastic record of the applicant. Students in junior colleges, colleges and universities are eligible to apply, as well as high school graduates who desire training in hospitals, business schools, specialized trade schools, or other vocational schools.

Loans shall be repaid in full within a period of four years from the close of the period for which the loan was made. In case of teachers in service,

receiving loans for summer session work only, the loan shall be repaid within ten months after the conclusion of the summer session study course for which the loan was made.

Application forms may be obtained from the State Office, California Congress of Parents and Teachers, 322 West 21st Street, Los Angeles 7.

### Scholarships and Fellowships

Scholarships, fellowships and special loans to further various types of training are set up annually by the Board of Managers to meet current needs. The following programs will be offered for the year 1952-53:

#### Teacher Education Scholarships

Teacher Education Scholarships of \$300 for one year will be available in each of the twelve State-supported teacher-training institutions.

In addition, the four non-State supported schools which in 1950-51 trained more than 100 elementary school teachers were granted one scholarship each. These are University of Southern California, Whittier College, Occidental College and College of Pacific.

A bonus scholarship was awarded the eight institutions which this year trained more than 200 elementary school teachers. These include University of California, Berkeley, Uni-

versity of Southern California, San Francisco State College, Sacramento State College, University of California at Los Angeles, Whittier College, Los Angeles State College and San Jose State College.

Scholarship awards are limited to students at the junior and senior and graduate levels, and may be divided between two students.

These awards are granted only to students training to teach in the elementary public schools of the State.

Scholarship awards are granted at the discretion of authorized school administrators in each institution in accordance with stipulations as specified by the California Congress.

To be considered for an award a student must apply to the scholarship committee of one of the above mentioned colleges or universities.

#### Special Education Fellowships

Special Education Fellowships of \$750 each will be offered for the training of teachers of handicapped children.

Fellowships are for one year's advanced study in any field of special education. Training may be secured at any accredited school in the State. Recipients must have prerequisites which will permit them to secure at the close of the year's training for which the fellowship was granted, a teaching credential in the chosen field of study.

They carry a commitment to teach in the field of special training for a period of two years following completion of the study in the public schools of California.

Application forms may be obtained after January 1, 1952, from the State Office, California Congress of Parents and Teachers, 322 West 21st Street, Los Angeles 7.

Ten loans of \$100 each financed from the Annie Bean Fund will be available for summer study in the field of teaching deaf and hard of hearing children in any accredited institution giving such special courses. The loan shall be secured by a non-interest bearing note signed by the recipient and shall be repaid in full before the end of the school year following the summer study.

Information regarding these loans may be secured from the State Office, CCPT, 322 West 21st Street, Los Angeles 7, California.

#### Nursing Scholarships

Nursing scholarships of \$100 will be offered in each of the forty-one accredited schools of nursing in California.

These grants are awarded at the  
(Please Turn to Page 31)



# Arithmetic Can Be EXCITING!

By Joseph R. Butler, Mathematics Instructor, Escondido Elementary Schools, San Diego County

**N**OURISHMENT for self-esteem is a real need of many young people. Johnny may be seeking such nourishment when he gains the attention of his associates by any means — right or wrong.

One of the deep principles in human nature is the craving to be appreciated. Some authorities declare that "some people actually go insane in order to find, in the dreamland of insanity, the feeling of importance that has been denied them in the harsh world of reality."

It certainly behooves educators to provide media through which all boys and girls may find expression, attain success, or gain status. For many years schools have provided opportunities for students to gain recognition in athletics, music, or art, but few opportunities for status finding in the regular classroom work have been provided.

In our schools teachers are encouraged to think and act creatively, even to the extent of departure from the traditional or conventional, if such departure will help fit the educational program to the needs of the individual pupil. The Great Teacher taught that institutions are made for man and not man for institutions.

Here at Escondido we have developed, or, perhaps I should say, we have permitted "Teams" or committees of volunteer students to develop in Arithmetic, Science, and Social Studies, in addition to the athletic teams, bands, glee clubs, hobby clubs, etc.

An "Atomic Energy Team" of eighth graders, sponsored by the science instructor, James Frederick; a "Social Studies Team," sponsored by Garth McAuliffe; and an "Arithmetic Team," sponsored by the writer, appeared before local and county groups, and in four colleges and universities last semester.

The "Arithmetic Team," initiated last year, has given demonstrations in short methods in arithmetic before local Rotary and Kiwanis clubs, and, at a recent demonstration before student-teachers of Redlands University, were invited to give demonstrations each semester in the future.

The team this past year was composed of 21 volunteer students. No selection nor elimination was made, except by the students themselves. The demonstrations are not "canned" nor memory contests. Problems used at each demonstration are new and have never been used before. Practical

shortcuts are used with amazing rapidity in the fundamental operations.

The demonstrations are divided into two parts. The first period is given to rapid mental work, showing the various uses of percentage and finding areas of various geometric figures, volumes of prisms, cylinders, etc. The next period is blackboard demonstrations of multiplication, division, etc., of eight- or ten-digit numbers by various whole numbers, mixed numbers,

etc., with the answers written in reverse order from the conventional methods. Some "freaks of the digits" are used for entertainment purposes.

A 35-page bulletin, "Easy Arithmetical Short Cuts and Tricks with Numbers," compiled by the writer, may be had by administrators for the postage.

Dr. C. Delmar Gray, district superintendent, and William Radney, principal, have encouraged the development of these Teams, and have made the public appearances possible. We have received word that a neighboring state is now in the process of appropriating funds to have our teams tour that state giving demonstrations.

## AN AID to Dynamic Guidance

By William Plutte, Dean of Boys, Harry Ells Junior High School, Richmond

**"I**F I had only known about the child's problem I would have handled the situation differently." This phrase, or its likeness, has been uttered by many teachers.

Though record-systems have been improved and elaborated, there still are lapses in the flow of necessary guidance information that are only discovered when a crisis occurs in pupil-teacher relations. Ofttime these crises do not erupt and the pupil passes through the teacher's life with the label of "lazy," "spoiled," "rude," "ill-placed."

It is difficult to point out any one factor as being the causal unit; authoritative guidance personnel offer multiple solutions; with few exceptions these center on the program of record-keeping.

Any attempt to administer a school program without suitable records would result in perplexity and chaos. Under this assumption some educators inadvertently look upon records as goals and not tools. This condition carries over to teachers who may look upon records as bottomless pits where a constant flow of memoranda, statistics and reports are fed, but with no apparent outlet to provide for better pupil-teacher guidance.

In situations where there is a definite program set up for records-study we are confronted with several other difficulties:

First, inadequacy. Where you have hundreds of students you will have a difficult time keeping each student's records complete to any given date of use.

Second, rarely are all records kept in a central filing area, easily accessible

to teachers, yet private to unauthorized persons.

Third, some information should not be easily available in printed form.

Fourth, in many instances the information is so abbreviated it does not give the teacher satisfactory aid.

... the foregoing was naturally exaggerated to illustrate a point. ...

### How are these inadequacies solved?

Some schools will have directors of guidance who will interpret records and provide for their dissemination to teachers. Such a school officer would be valuable, but his would be a full-time position and few systems have provisions for this type of personnel.

On the other hand, progressive systems are constantly improving records to make them more comprehensive and usable. However, we have not reached the state of complacency where we can say that any set of records answers all the problems in guidance.

Various schools may have means and methods of supplying the subjectivity so lacking in printed records, and, if they serve the purpose of aiding and abetting the guidance program they should be regarded as educationally sound.

Within our school we have experimented with a program tentatively labelled "Teacher-Class Conference."

The mechanics of such a conference are relatively simple. All teachers who have contact with a selected advisory (or home-room) meet in an informal gathering to discuss the group as a whole and pupils within a group. In addition, deans and counsellors meet with the conference.

To expedite the meeting the advisory teacher acts as group leader and at-

tempts to present leading questions to get the "ball rolling." This may be in the form of asking a teacher how the group works, or requesting a discussion on one of the pupils in the advisory.

### Conferences Are Unlimited

The conferences are not limited to certain phases such as discipline, attendance, etc. One "must" is a discussion of children with health problems. Naturally, discipline *does* cover a great deal of time, but guidance problems such as slow readers, children with overwhelming home problems, unchallenged intelligent children, procrastinators and multiple other educational questions are discussed and studied.

Informality is the keynote. The conference is a group interchange of ideas and observations all keyed to answer questions and seek solutions.

The short time spent in the conference pays greater dividends in understanding the pupils than lengthy hours used in reviewing records; though it must be borne in mind that recorded information is studied before the conference by most of the group. This conference session vitalizes the objective information reposing on the printed sheets.

As with any attempt to foster an unproven program there are weaknesses. First is the matter of insufficient time; both for the individual conference and in programming a number of conferences. Our program called for one conference a week; in one school year this meant an inability in scheduling all advisories.

Another difficulty was the problem of one teacher probably sitting in on half-a-dozen conferences. This requires extensive fortitude on the part of the harassed teacher.

A problem, not stated, but implied in individual discussions, was the vague apprehension that such conferences could be used as teacher-rating clinics.

To promote freedom of expression it may be advisable to keep the conference on a teacher level basis; though this problem should not ever enter into this program.

### It Is The Best Way

With its weaknesses the conference has proved to be the best method of transmitting information and teachers who have sat in have requested continuance.

As with records, the conference is a tool . . . these tools should be used to develop better guidance for better citizens.

## A Promising Trend in Staff Relationships

# THE ADVISORY COUNCIL

By John R. Eales, Coordinator of Secondary Education, and Emery Stoops, Administrative Assistant, Los Angeles County Superintendent of Schools Office

**M**EMBERS of the staff of the Los Angeles County Superintendent of Schools Office, in Los Angeles County, are finding the Advisory Council a promising trend in staff relationships. Everyone seems to benefit from such a council for it provides an opportunity to use democratic practices in seeking the solution to problems that affect all the members of the staff, and has resulted in improved staff morale and in improved staff services to the districts.

It is suggested that an Advisory Council be set up, if one does not already exist, in those large schools, colleges, universities, county and state offices, where communication among staff members has become difficult. It was the increase in the number of employees in the Office of the Los Angeles County Superintendent of Schools, which had accompanied the rapid growth of school population in the County, that emphasized the difficulty of good intra-staff communication. Hence, an Advisory Council was planned during the close of the school year 1946-47 and went into effect the following year.

### We Have Eight Divisions

For administrative purposes, the certificated professional staff of the office is divided into eight divisions. Each one of these divisions chooses one of its members each year to serve on the Council. Two members are elected at large and the division heads choose one of their members to represent them. The non-certificated employees of all the divisions—secretaries, bookkeepers, machine operators, and others—select one representative. (The importance of having someone to speak for the non-certificated personnel cannot be over-emphasized. School systems must not overlook the secretarial and custodial staffs when organizing an Advisory Council.) These elected representatives then choose one of their group to act as chairman of the Council.

The activities of the Council have been many and varied. Since the County Superintendent's Office is a

service organization, the basic criteria for the selection of activities is improved services to school districts. To improve these services, matters which are of importance to the total staff in their services to the districts are given priority. On the points selected, the Council seeks to reach a decision which can be transmitted to the Superintendent for his approval or disapproval. It must be stressed that the Council tries to keep in mind that it is an "advisory" body and that it has no executive powers. Administration of the policies is the function of the Superintendent, although very often he seeks the aid of the Council in putting into practice the ideas which it has originated.

An example of such an idea is the Annual Fall Conference of the professional staff. It was felt that such a conference would prove most valuable as in-service education for the staff and would contribute to improved services for school districts. The idea was approved by the Superintendent and the Council was asked to administer the details. The Annual Fall Conference has become truly a co-operative endeavor with staff and administrators working closely together to insure its success.

Formerly, the Superintendent, although overloaded with other responsibilities, had to plan and conduct staff meetings. Now monthly staff meetings are planned by the Superintendent with the help of members of the Advisory Council. These Council-planned programs utilize the time and abilities of many staff members, and therefore include a wider range of activities.

### It Is Successful

The Advisory Council has proved to be a success. The administration is relieved of guessing what the staff thinks about conditions which concern them, and the staff is able to bring to the attention of the administration, in an orderly manner, those matters which need attention. The result has been (1) improved services to the school districts of Los Angeles County, and (2) high staff morale in the office.





## THE IMPORTANCE OF CONTINUITY

### *A Message from the President*

**I**T was a short summer, wasn't it? Your Executive Board suddenly realized that summer had passed and that it had to do something about those recommendations made by the Executive Council at Asilomar if a continuing program was to be worked out for the school year 1951-52. Institutional chapters have probably been caught in this same rush of program planning. It is difficult to plan programs either locally or on a state-wide basis when we do not have a continuity of membership and officers.

Our organization is singular in its lack of continuity of membership. Each year there will be a loss in membership of over 50%; most of the members graduate into the California Teachers Association. It becomes the responsibility of the old-timers as second-year, professionally-minded student-teachers to replace these graduated members, if chapter memberships are to be maintained and increased.

However, we are apt to overlook the advantages that accrue to the CSTA because of the lack of continuity of membership. We are not dependent upon personalities in the membership for our continuity. Rather, our continuity comes from outside our membership: it comes from the devotion and hard work of our State Sponsor. It comes from the sacrifices and loyalties of the Chapter Sponsors. It comes from California Teachers Association, whose membership of more than 60,000 teachers chose to underwrite our organization. Above all, our continuity comes from our aims and purposes as expressed in our Constitution and By-laws, and it comes from our programs.

### **We Are Professional**

The purposes of our organization are professional. They are "to stimulate the highest ideal of professional ethics and attitudes; to promote the social, professional, and economic welfare of teachers; to improve educa-

tional services in general; to foster active cooperation between the student groups of teacher training institutions; and to develop professional attitudes among student teachers." These are strong, continuing purposes.

Our Constitution and By-laws give us a continuity, too. For the first time since their adoption in 1937, the Constitution and By-laws were reviewed and revised during the past year. Although they remain essentially the same, they have been clarified and strengthened.

### **Programs Give Continuity**

Our continuity comes from the programs that are developed and carried on from year to year by the institutional chapters and their sponsors. The CSTA, like the CTA, is a "grass-roots" organization. Policies and programs grow out of the chapter activities, through the regional workshops and the Executive Council meetings. The minutes of these meetings are being used by your Executive

Board as the core around which the programs for the Chapter Officers Training Conferences and Regional Workshops are to be developed.

In addition to the programs that grow out of the chapter activities, our organization obtains a continuity from the programs that are required to be held each year by all chapters. Each chapter must have a program on professional organization, a program devoted to the understanding of the Code of Ethics of the teaching profession and the Code of Ethics of the student teacher. In addition, each chapter is required to make a concerted effort to interest young men and women to become teachers.

Our continuity also comes out of the recommendations of the Standing Committees. These have been busy, conscientious committees. Their actions and recommendations have been included in the minutes of the Executive Council.

### **The Chapters Are Active**

The continuity of the state organization is dependent upon active programs and membership campaigns within the chapters. The growth in memberships in CSTA, and even more so, in the professional attitudes among student-teachers, is a testimony to continuing and active programs and membership drives in the institutional chapters.

Your president knows all of the chapters through their reports, but he knows too few of you as individuals. He hopes to meet more of you as individuals by attending some of the chapter meetings but, shucks, he has to maintain a "B" average, too!

Wilbur N. Vroman, *President*.

## ***We Found Teaching FUN!***

By Phyllis Quinn and Patricia Miller, Los Angeles

### *Editor:*

*In the interest of California's Teacher Recruiting Program this article is submitted. The enthusiasm and evident enjoyment that these two young teachers-in-training had in their first teaching assignment should draw many other young people into the teaching profession. Very truly yours, Katherine Negley, Training Teacher, 6th Grande, Grant School, Hollywood.*

**I**T was our first teaching assignment — the sixth grade at Grant Elementary School in Hollywood.

We had entered our practice teaching like most student teachers with a mingled feeling of timidity and trepidation, but our spirits picked up to find that the area of study was to be in the life of our colorful South

American neighbors. It would be hard to say who had the most fun.

The children enjoyed every minute of it, but so did we. With the children we decided to investigate together the life of boys and girls who live in the Amazon River Valley of Brazil.

To inspire interest, several pictures were placed in prominent places in the

room. Centered on our bulletin board was the picture of a native of Brazil balancing a huge black ball of rubber on his head. This picture aroused the interest of the children and they were curious to know how liquid rubber from rubber trees had been transformed into this large ball. From this bit of curiosity other questions developed such as, where do the workers live, what do they eat, what entertainment do they have, and so on.

To best find out how they lived, we felt that we should try to imitate their life. Consequently, we planned to build a real hut in the classroom, typical of those found on rubber plantations along the Amazon River. Our "mere idea" had to be supplemented by reading to find just exactly how their homes were made and what materials were used. We wanted everything to be as authentic as possible, so every two weeks when we went on our regular bus trip to the branch library, the children searched out all the material they could gather.

### We Read, Too!

The children read and, believe me, we read, too! The librarian was very helpful and when time allowed she would read or tell stories of the Amazon. Our vocabulary list was increased in this way and we found out much about the people, the history of the country, and the weather conditions there. Several maps were made showing the result of our findings.

In the actual building of the hut, we expected every problem possible, but somehow things worked out fine. Luckily for us, the new Hollywood freeway was being built just a block away. Many trees had been felled and this was just what we needed. Each morning before school, a couple of the boys would bring in some palm leaves and we would wash them, cut them the proper lengths and store them until we were able to put them together. How much fun we had fashioning a "rubber tree," cutting it just the way rubber tappers cut the trees, out of an apparently useless trunk of a pepper tree (also a refugee from the freeway)!

While the boys erected the framework of the hut from smaller branches and covered the roof and sides with the palm leaves that had already been cut to scale, the girls planned a mural behind the hut showing other rubber trees and workers in the background.

Dramatic play at this point proved to us that we still had much to learn about the actual daily activities of the people. As our study progressed, we were able to assemble what we needed to furnish our hut. Day by day the

children made grass mats for the floor. There was ample opportunity for art expression. Directed lessons in clay provided the hut with the necessary cooking pots, bowls, all painted in authentic South American designs. Slowly the South American influence we had hoped for was dominating the room. As a result of the study of wild life of the country, an imaginative child made a multi-colored parrot out of crepe paper and perched it on a corner of the roof.

From the county museum and local rubber companies we secured samples of crude rubber, some liquid latex, and products made from rubber. These further stirred our curiosity. A film obtained from UCLA showed every process that rubber goes through from the time it is taken from the tree to the time it is used by man. Some of the liquid latex was put into a clay bowl at the foot of our tapped "rubber" tree, as we had seen it pictured. The rest of our supply was used as the natives had used it to make a ball of rubber.

The big black ball of rubber that puzzled us once, puzzled us no longer. Now that we knew where it came from and how it was made, we could make one, too. Naturally we could not make a fire in the classroom, but under the supervision of the custodian and with the careful attention of the safety committee of the room, two forked sticks were erected so that a four-foot straight branch could be suspended across the two and turned over the fire that had been built outside in a safe place. With the whole class watching, the milky latex was poured over the stick as it turned in the hands of two "natives." Gradually from the smoke a black sticky ball of rubber resulted. Now we knew just how that white latex became a black ball like

the one in the picture on the bulletin board. We knew because we did it ourselves.

Further enrichment came when we found a song, "Song of the Amazon," which fitted into our study. This we learned and then we decided to make rhythm instruments. The children brought a couple of nail kegs to school and old inner tubes. We cut the rubber inner tubes and pulled a piece tightly over the top of the kegs and then tacked in down securely. From gourds of various sizes we fastened a quiro, cabacas, and maracas and enameled them in gay colors. We then had instruments to use for accompaniment in our South American rhythms, when we danced the native dances and sang the native songs.

One of the highlights of the whole experience was the visit of a representative from the Brazilian consulate. Our visitor had been born in Brazil and could tell us many things that our textbooks had not told us about her country. Many of the children's questions were answered during her visit and she stimulated them to check again some of the information they had misinterpreted. Later each child wrote her a letter of thanks for her help.

It had all become so interesting we had forgotten our first misgivings. We checked ourselves often to be sure that with all our fun we were teaching reading, writing, language, science, social studies, physical training, and music.

As our fund of information grew, our facts learned, and our hut constructed, we were ready to use it. Dramatic play now was an exciting adventure. Our play was not without its problems. The children, however, learned to adjust themselves to situations foreign to them, and to adapt themselves to the personalities of others. They were experiencing a valuable lesson in respect for the customs and traditions of other peoples. The unit was work made into fun and packed with experiences the children are not likely to forget, nor will they forget the problems they met, the research that was necessary, and most important of all, the growth in human understanding and tolerance gained from an actual living situation in the classroom.

*We are very glad we have chosen the teaching profession. We know now that we can learn with the children and actually enjoy every minute of the experience. No other work can give us the satisfactions that we have known in this brief preview of what it means to live in the classroom with our pupils.*





## Parent-Teacher Conferences

By Lucie Dean Patton, Susanville; Rural Teacher, Riverside School, Lassen County

THE child is the focal point of interest of the parent and teacher. But are we considering the methods of acquiring satisfactory relations between the home and the school? Are you contented to continue with the same old methods of school program interpretation to the parents as we have in the past century?

The Written Report Card has been in use as a favorite pedagogical device communicated to parents, reporting their child's progress or lack of progress in school.

Three groups of people, namely parents, educators and students, are sounding objections toward the formal written Report Cards. Parents are unable to always interpret marks and symbols of the Report Card correctly. Parents often fail to get a satisfactory explanation of the educational aims in modern school life through the written Report Card. Parents are sincerely interested in their children. Teachers, too, have long felt the need of a more adequate plan of reporting to parents.

During the last two years I have tried a more satisfactory method of reporting to parents — that of Parent-Teacher Individual Conferences.

A meeting of the parents was held to discuss methods of reporting. They were immediately "sold" on the idea of coming to school to sit down and talk things over with the teacher. Appointments were made at the convenience of the parents and teacher for individual conferences.

The teacher is responsible for conference arrangements. He needs careful training in guidance and skill to interview. The teacher needs to be willing and enthusiastic, non-complaining, tactful, positive but patient. The teacher, being a good listener, will receive cues and suggestions from the parent. The teacher will have an opportunity, during an individual conference, to interpret certain school policies to the parent. Also it affords opportunity for the teacher to explain certain teaching methods frequently misunderstood by parents.

### Encourage Parents to Talk

Encourage parents to talk freely. Help parents to realize the information they impart is of value to you in planning desirable experiences for their children. Give assurance to the parents the information they give will be strictly confidential. Meet parents

on their own level. Try to make them feel comfortable. Be natural. Try to break down emotional barriers of fear and antagonism. Always know the purpose of the conference by establishing aims. Allow ample time.

Can you adopt the practice of Parent-Teacher Conferences? Takes too much time? Heavy teaching load? Unskilled in guidance and interviewing? Smug? Afraid to try something new? Even those problems can be solved through careful planning and a sincere desire to improve home-school relations.

*After two years of Parent-Teacher Individual Conferences I have experienced the following outcomes:*

1. Personal experiences of satisfaction.
2. Definite improved Parent-Teacher and Public Relations.
3. Parents have no emotional barriers. They have no fear of coming to school. They know and feel the teacher is genuinely interested in their children. Parents are more cooperative.
4. There is less criticism when parents see the school in action. Tolerance becomes real!
5. Parents express desire to continue their own education.
6. Parents give information about the child and home that helps the teacher to plan more wisely experiences promoting growth and development of the child.

## TEACHERS OF ENGLISH National Council 1951 Annual Meeting

NATIONALLY known educators and authors from all over the country will gather in Cincinnati during the Thanksgiving holidays, November 22-24, to attend the 40th anniversary convention of the National Council of Teachers of English, with headquarters at the Sheraton-Gibson Hotel.

Dinner and luncheon speakers include Malcolm Cowley, author of "Books That Changed Our Minds"; Ogden Nash, contributor to the New Yorker and the Saturday Evening Post; Munro Leaf, author of "Ferdinand the Bull" and other books for children; and Max Lerner, columnist for the New York Post, whose topic will be "Human Relations and World Peace." Dr. W. Wilbur Hatfield, editor of the English Journal and secretary-treasurer of NCTE, will reminisce about the interesting past of the organization in his talk, "The Fortieth Anniversary of the Council."

When Paul Farmer, President of NCTE, opens the first general session with his address, "And This Our Life," he will touch on the convention theme — "English and Human Personality."

The convention will conclude with the annual luncheon to be held on Saturday in the Roof Garden of the Hotel Sheraton-Gibson.

"The Child Is the Focal Point of Interest," Says Lucie Dean Patton



# A NEW CAMPUS AT FRESNO STATE COLLEGE

By Arnold E. Joyal, President, Fresno State College

**F**RESNO State College, located in the heart of the fertile San Joaquin Valley, was established as a normal school in 1911 and became a state college in 1935. The first unit of its present campus was constructed in 1913 on a site which was approximately one mile north of the city limits. The founders then considered the 15-acre campus adequate to meet the needs of the college for all time.

In common with most California colleges, however, the expansion of the student body far exceeded the predictions. Very soon it became necessary to purchase adjacent land. For a while it was possible to obtain additional small parcels of property, but the rapid expansion of the city soon absorbed all available property in the locality.

The continuing increase of student enrollment made it apparent that the present site could never be adequate. The establishment of the Department of Agriculture further increased the need for more space. Consequently, there could be no other decision than to move.

**The Strayer Report.** In 1947-48 a comprehensive study of the needs of higher education in California (the so-called "Strayer Report") was made under the direction of a committee consisting of Dr. George Strayer of Columbia University, Dr. Monroe Deutsch of the University of California, and Dr. Aubrey Douglass of the California State Department of Education. This report formulated basic principles and a state-wide program.

It analyzed the need as measured by the population to be served, studied the capacity of present plants and facilities, and considered the state's ability to support the needed program.

The study presented evidence to indicate that Fresno State College would enroll 5,000 full-time equivalent students by 1965 and recommended a building program to provide for that capacity as a maximum goal. This recommendation was one of the major factors considered in the decision to obtain a new campus.

**New Site — Master Plan for Building.** The new campus has already been acquired. It is located about 7 miles from the center of the city of Fresno, approximately 5 miles northeast of the present campus. The new site is at the junction of Shaw and Cedar Avenues on the highway from Fresno to Huntington Lake. The entire campus contains 880 acres. The main academic campus will be concentrated on 160 acres at the southwest corner of the area.

There will be approximately 25 major academic buildings. The farm school structures and facilities will be developed around the main campus on the north and east. The campus will be oriented toward the east, with the main entrance providing a view of the Sierras, approximately 15 miles away. The Frank W. Thomas Administration Building will be on one side of the main gate. A large instructional unit made up of three separate but integrated buildings, housing the music, art, and speech departments, an

auditorium, and outdoor theatre, will be on the other.

The academic buildings generally will be clustered around the Library. The dormitories and student union will be on the southwest. The facilities for physical education for men and women and the health center will be on the west and northwest. Administrative offices and classroom facilities for agriculture will be housed in a large building at the northeast corner with the auxiliary farm school plant radiating to the north and east. The stadium will be due north. Industrial arts and engineering will be on the north side.

The style of the buildings will be modern. Most of them will be two-story with connecting arcades. The large classroom units will be in two-story buildings, as also will be the Library. The Administration Building and the Demonstration School, however, will be one story.

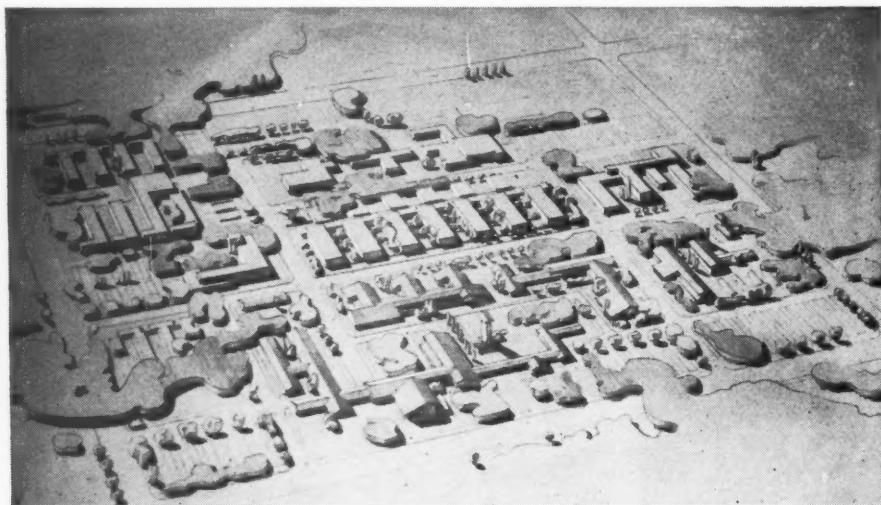
Some buildings will be air-conditioned. The Administration Building is to have a mechanical refrigeration type of system, but many of the buildings will use the desert type of cooler which has been found very satisfactory in the San Joaquin Valley. Bilateral lighting in laboratories will be used.

**Cost of the Project.** It is now estimated that the completed project will cost between 15 and 20 million dollars, to be financed over a period of approximately 10 years. At the present time \$7,163,140 has been made available. The first appropriation is being used for a Men's Gymnasium (\$931,770), an Industrial Arts Building (\$419,000), a Demonstration School (\$342,000), and an Administration Building (\$360,000). In order will follow the Science Building (\$1,300,000), and the Agricultural Administration and Classroom Building (\$775,000).

There is also available \$500,000 for ground improvements, with an additional \$1,330,000 requested in the next budget. These funds will provide for roads, sewers, water, electricity, and other necessary utilities. Dormitory facilities for 800 men and 800 women, together with necessary dining facilities, are included in the program. At present \$1,550,000 is available for the construction of the first unit which will accommodate 200 men and 200 women.

**Progress and Plans for Completion.** Construction on the first four units is now in progress. These buildings should be completed by the end of this year. Next will come the building of the education building, the music building, agricultural units, a power plant, and ground improvements. It is hoped that a part of the educational

Aerial View of the New Fresno State College Campus





program can be transferred to the new site by spring 1952 and that a complete transfer may be made by 1955. The plant will then accommodate a student registration of 3,000. All of the buildings are being constructed under an expandable plan which will permit addition of building space to accommodate up to 5000 students. This expansion is planned to be completed by 1960.

**Some Highlights.** The Men's Gymnasium includes a main arena comprising a basketball floor and seating for 2,800 persons. Besides offices for members of the staff, there will be special exercise rooms of various kinds, dressing rooms for women, as well as men, and a large indoor-outdoor swimming pool. The pool, on the south side of the building, will be on the ground level. The entire south wall is to be made of sliding glass doors so that in warm weather the students can have all the benefits of fresh air and sunshine. Adjacent to the pool is a large plaza and lawn area for recreation purposes. The pool will provide observation booths for instructional purposes at below water levels. It will be lighted with under-water lights and

will have every sanitary and safety device available.

The administration building is to be completely air-conditioned. It will have many modern features, including an intercommunication system between offices.

The Demonstration school has classrooms of different shapes, some being square. The building, which is a rambling, one-story, 7-room structure in three wings, has radiant heat. There is an auditorium, a lunch room, and other auxiliary facilities.

Although the Department of Agriculture now operates a 450-acre farm on another site, all farming operations directly related to the instructional program will be moved to the new farm school campus. Some 20 buildings will be constructed. Many of these, of course, are barns and various types of practical farm structures. The academic activities of the department will be centered in the agriculture building on the northeast corner of the main campus. The agricultural program and facilities are being designed for 600 full-time equivalent students and a faculty of approximately 35. The present faculty totals 14.

*"He is a Master Teacher of Boys"*

## The Shop Teacher

By Sidney E. McGaw, Oakland; Regional Supervisor, Bureau of Trade and Industrial Education, California State Department of Education

**"A** WONDERFUL teacher, he can fix anything," said the superintendent, referring to one of his shop teachers. The sincerity of the superintendent's voice indicated a real tribute to a skillful craftsman. Many times do we hear the same praise given the shop teacher: "He can build anything; there isn't anything he can't do."

Back of the statements, no doubt, are half-forgotten memories of the cherished lamp skillfully repaired by the shop teacher, the dented fender smoothed out before friend wife drove the car, the barbecue outfit which rounded out the patio. Or in a more material sense, the maintenance on the school busses which saved an extra mechanic; the new bleachers made in the shop; the inter-com system built from spare parts.

Many admire the talented artisan and have subconscious desires that they too could form with adept hands the wood and metal to their wishes.

Little can they know of the exhilaration of the wood's incense as trained hand and tool form the cabinet's part, of the gleaming symmetry of steel and bronze as shaft and frame take shape, of the inner pride as a motor's soft purr crescendos to a throaty roar with never a falter.

Yes, we shop teachers can mould materials to our will. The art and mystery of the crafts are ours. The magic of the electric current, the inferno of the torches roar, the clicking press, the red hot steel, — all yield to our practiced hand.

But yet, we work with finer stuff. The jewels and hope of civilization — our youth — constitute the real material with which we work. Finer than the finest walnut, more important than the alloy steel; the American boy is the object of our skill.

So, as we practice our skill from day to day, and mould with deed and word the child to better state, may people realize the true material of our craft. No tinkers we, of lamp or pan or knife, but master builders of the race. May our reputation not be, "he can fix anything," but rather, "he is a master teacher of boys!"

## Research Journal Grows in Popularity

**T**HE California Journal of Educational Research, published by California Teachers Association, completes its second year of existence in November. During that time, it has grown from a bold venture to a well-recognized publication.

The subscription list includes not only most of the larger city and county school systems in California, but also readers in most of the other states. The United States Government also considered it to be a worthwhile publication and is having the Journal sent to most of its European military camps.

To insure a high-quality magazine, the CTA Board of Directors, in approving the new publication, appointed an outstanding Editorial Board. Directing the Journal are the following well-known educators, who represent the various levels and agencies of education in California:

- Georgia S. Adams, Research Coordinator, Pasadena City Schools.
- Hugh M. Bell, Dean of Students, Chico State College.
- Lillie L. Bowman, Director, Bureau of Research, San Francisco City Schools.
- Harold D. Carter, Professor of Education, University of California, Berkeley.
- Merle H. Elliott, Director of Research, Oakland Public Schools.
- Lloyd G. Humphreys, Associate Professor of Education, Stanford University.
- Alfred S. Lewerenz, Head Supervisor, Evaluation Section, Los Angeles City Schools.
- D. Welty Lefever, Professor of Education, University of Southern California, Los Angeles.
- Henry W. Magnuson, Chief, Bureau of Educational Research, State Department of Education, Sacramento.
- David G. Ryans, Associate Professor of Education, University of California, Los Angeles.
- John A. Sexson, Executive Secretary, California Association of School Administrators, Pasadena.
- Harry W. Smallenburg, Director, Division of Research and Guidance, Los Angeles County Schools.

The above group will also be recognized as the State Advisory Council on Educational Research, which has assumed leadership of stimulating and coordinating educational research in the state. Editor and associate editor of the Journal are Frank W. Farr and Kenneth R. Brown, members of the CTA Research Department staff.

The California Journal of Educational Research is published 5 times a year; the subscription rate is \$6 per year.



## CTA LOCAL CLUB CHAPTERS

Two hundred and forty-one teachers clubs are now affiliated Chapters of California Teachers Association, under charters issued by the CTA State Board of Directors.

The Board has recently issued the following charter. Listings of previously-chartered Chapters were published in former issues of this magazine.

241. Galt Area Teachers Association.

California members of the 1951 Editorial Advisory Board of "The Educator's Washington Dispatch and Teacher's Letter" are: Hollis P. Allen, professor of school administration, Claremont Graduate School; Rosco C. Ingalls, director, East Los Angeles Junior College; E. W. Jacobsen, superintendent, Santa Barbara City Schools; C. C. Trillingham, superintendent, Los Angeles County Schools.

## NEW OFFICIALS ELECTED

AMONG the new NEA officers announced following the 1951 meeting in San Francisco, are several Californians: Dr. Robert C. Gillingham of Compton, reelected for a second term on the executive committee; Ole Lilleland of Pasadena and Myrtle Gustafson of Oakland, elected to serve 3-year terms as state directors.

Mrs. Blanche L. Schmidt of Dos Palos, Merced County, and former president of CTA Central Section, was elected president, NEA Department of Elementary School Principals. Blanche Ludlum of University of California, Los Angeles, elementary school, was elected vice-president of Association for Childhood Education International. E. Manfred Evans, supervisor of adult education, Los Angeles City Schools, was appointed to the executive committee of the newly-formed Adult Education Association of the United States.

Emma D. Schray, a retired Fresno teacher, with "a passion for river running," celebrated her 66th birthday by completing a trip through the famous rapids of the Grand Canyon of the Colorado. She ran the San Juan River in 1948 with the noted boatman Norman Nevills. She hopes to run the Snake River next.

The Walter F. Dexter School is the name bestowed by the Board of Trustees of the Whittier Elementary Schools, Los Angeles County, upon the new intermediate school, thus honoring one of Whittier's outstanding citizens. Dr. Dexter was President of Whittier College, 1923-34, and was Superintendent of Public Instruction 1937 to the year of his death, 1945. The beautiful new \$1,192,000 school plant includes 28 modern classrooms of varied design and will be ready for occupancy soon. Suitable dedicatory ceremonies are planned.

## NORTHERN SECTION NEWS

NORTHERN Section Leadership Training Conference was held at Manzanita Lake Lodge, the same as last year, on September 21-23. The emphasis was on local leadership in its relationship to local, state and national organizations. Many local chapters sent their officers. The NEA was represented by Dr. Lyle W. Ashby, assistant secretary in charge of professional relations. Dr. Arthur F. Corey gave the closing address. This Conference was voted a great success and an inspiration for those attending.

The Professional Membership drive is now under way. Under President Linn's leadership the drive is much more effectively organized than ever before. The Section has been divided into three Areas. Vice-President Fern De Soto is chairman of the Northern Area; Classroom President Elizabeth Yank is chairman of the Central; and Board Member Cleotis Brown is Chairman of the Southern Area. Each of the 14 State Council members is in charge of his or her own district. In the past many teachers have been overlooked. It is hoped that every teacher in the Section will be contacted before November 18, the closing date for the drive. Every teacher is to receive his or her own enrollment blank. If anyone has been overlooked, please contact your State Council Representative, your

County Superintendent, or notify the Executive Secretary.

The Executive Board will hold its next meeting Friday evening, October 26, at Willows. The Section Council will hold a luncheon meeting on Saturday, October 27, at Orland. The committee meetings will be held in the forenoon. As all members are now on committees, they should plan to be there by 9:30 a.m.

The following list of Section-wide Conferences has been scheduled: Public Relations: October 23 at Auburn, October 24 at Oroville, October 25 at Red Bluff, November 15 at McArthur; Tax and Bond Campaigns for Trustees and Administrators is on October 26 at Willows. Conferences on Professional Relations will be on November 13 at Woodland, on November 14 at Grass Valley; for Salary Schedules on January 24 at Anderson, January 25 at Colusa, and January 26 at Roseville. Fieldman Rees will be in over-all charge of these. All interested teachers are urged to attend the one most conveniently located.

E. Harold Langdon, former President of Colusa County Teachers, and State Council Member at-large, has left the Section and accepted a position in Napa County. He has been an outstanding CTA member and will be greatly missed by the Section.—R. W. Everett, Sacramento, Executive Secretary.

## TEACHERS STUDY ADS

AS part of their two-week Advertising Workshop course, 20 teachers from Los Angeles City Schools recently visited the offices of West-Marquis, Inc., for a study of the "Advertising Agency at Work."

President John R. West and Vice-President Ted L. Stromberger conducted the tour, and presented the teachers with a step-by-step outline on the production and promotion of an advertising program. In an obvious effort to win the favor of the visiting teachers, West presented each of



John R. West, center, president of West-Marquis, Inc., presents the traditional apple to Mrs. Bernice Yoder, Los Angeles elementary school teacher, during Advertising Workshop Course, sponsored by Los Angeles Board of Education. At left is Vivienne Bonzi, teacher at Metropolitan Junior College of Los Angeles. Photo by Art Streib Studio, Los Angeles.

them with the time-honored shiny apple during the recess period.

The workshop, sponsored by the Los Angeles Board of Education, in cooperation with the Advertising Association of the West, Los Angeles Advertising Club, was the first such program ever held on the Pacific Coast, according to Samuel D. Oelrich, who coordinated the meetings for the city schools.

## EXCHANGE TEACHERS in California: 1951-52

List Prepared by California State Department of Education

Californian		British	
Berger, Paul G.	Stockton	Davidson, Holborn	
Bower, B. Dorothy	Hayward	Gregory, Mary	
Cook, Winifred	Oakland	Wilkinson, Margaret J.	
Devore, Ramona	San Carlos	Feeheny, Margaret M.	
Edman, Arnold Joseph	Monterey	Brigham, Wm. B.	
Marquardt, Lawrence	Compton	Smith, John F.	
McBridge, Marie	San Carlos	Carry, Josephine E.	
Ohlsen, H. Woodrow	Pasadena	Laidlaw-Brown, Joseph	
Riedy, Virginia C.	San Diego	Love, Helen F.	
Robb, Mrs. Mabel W.	El Monte	Wrightman, Jean	
Ruslie, Doris C.	Oakland	Bennett, Eileen M. A.	
Californian		Canadian	
Bond, Mabel M.	San Diego	Scarfe, Margaret M.	
Hagdahl, Alice P.	Berkeley	Pease, Dorothy G.	
Morrissey, Mrs. Monterey	Sacramento	Cullen, Gladys A. G.	

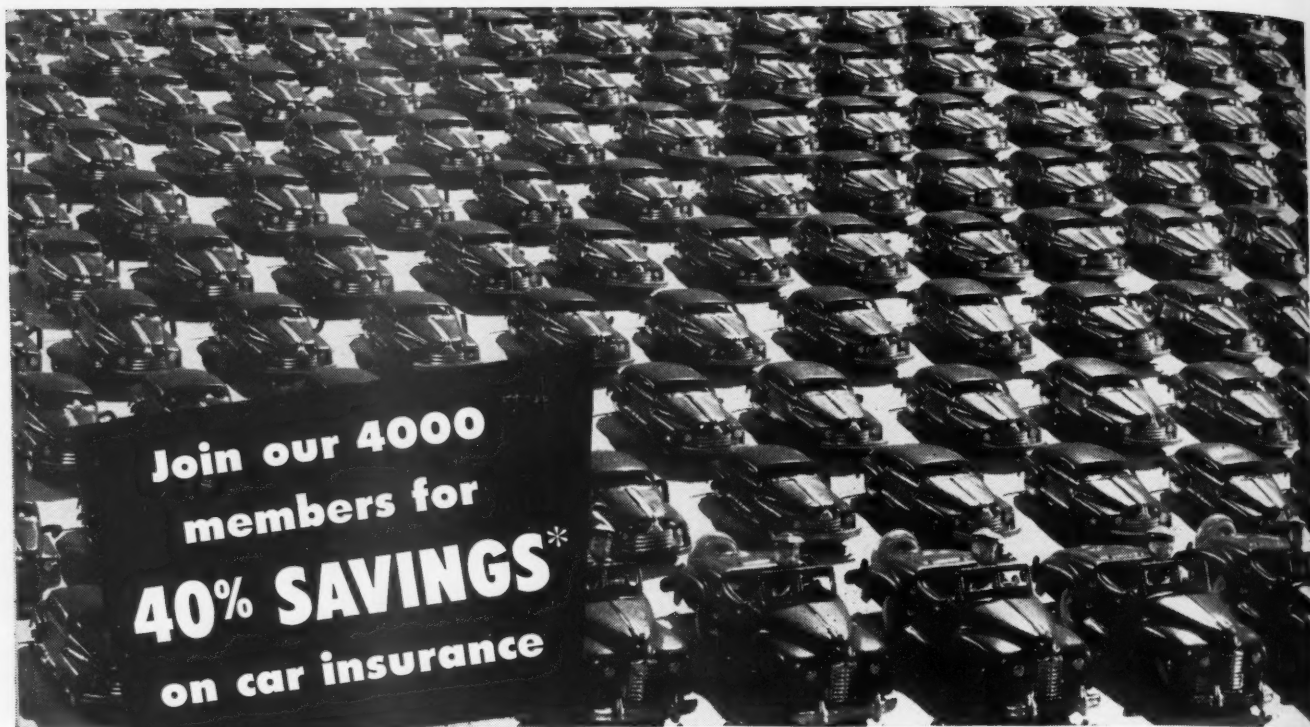


# NEA HONOR ROLL

CALIFORNIA SCHOOL STAFFS ENROLLED 100% IN THE NATIONAL EDUCATION ASSOCIATION

The number with each name is the year (in the 1900s) in which that school's staff first enrolled 100% and has continued this perfect record to date. For example: 47 is 1947.

- Alameda**  
Encinal 47  
Mastick 44  
John Muir 44  
Washington 27  
Webster 44
- Alhambra**  
Continuation High 47  
Ramona 33
- Amboy**  
Elementary 46
- Anaheim**  
Lincoln 27  
Horace Mann 32
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Join our 4000  
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**CTA APPROVED** *This is the only automobile insurance plan endorsed by the California Teachers Association. It was (1) developed by the CTA Insurance Committee, (2) recommended by the State CTA Board of Directors, and (3) approved by the State Council of Education. It is underwritten by the California Casualty Indemnity Exchange, one of the nation's strongest automobile insurance companies.*



**CTA CONTROLLED** The State CTA has a representative on the California Casualty Advisory Board. This board determines operating policies at top management level. Its other members are principal executives of leading California corporations.



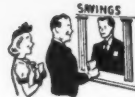
**NON-ASSESSABLE** In any insurance the most important consideration is the underwriter's ability to pay all claims. California Casualty is a 37-year-old company with resources of 7½ million dollars. Its qualifying surplus is 19 times the amount required by law for issuance of non-assessable policies. California Casualty issues standard policies, exclusively. *Its policyholders have no assessment liability.*



**SUPERIOR SERVICE** The underwriter maintains complete offices in San Francisco and Los Angeles. Competent claims service is available throughout the United States and Canada. To obtain claims service you merely phone or wire collect to the claims department of California Casualty Indemnity Exchange.

For **TOWING** and **ROADSIDE SERVICE** you call nearest garage, pay them for work done, and send receipted bill to California Casualty. Reimbursement up to the limits of your choice is mailed within ten days.

General excellence of service to policyholders is attested by California Casualty's phenomenally high renewal rate of nearly 100 per cent!



**\*40% SAVINGS** You will save two ways. Initial special teachers discount is 15 per cent of standard rates on major coverages (the first time we know of that teachers as a group have been recognized as preferred risks). Additional savings, based upon the actual loss experience of the CTA group, will be paid at the end of each policy year. Past experience for teachers indicates that your total savings will be around 40 per cent of the standard or "Conference" rates charged by most insurance companies.

One reason that CTA Plan savings can be so large is that acquisition cost is so low. *No commissions are paid to local agents or brokers, and all of the savings are passed on to CTA Plan members.* Not a penny is retained by the State CTA.

For the more than 4,000 CTA members who have already joined the CTA Automobile Insurance Plan, savings should average about \$30 a year! Even if you are now being insured by a Non-Conference Company and paying sub-standard rates, your savings on automobile insurance under the CTA Plan should still be more than enough to pay your \$12 regular CTA membership dues. *Where else can you invest \$12 with a probable \$30 return?*

## WHAT TO DO NOW

Response to the CTA Plan has bordered on the miraculous! Since January 1, 1951, when the plan officially went into effect, *more than 4,000 teachers have become members!* We now have policyholders in all except two sparsely populated counties of the State. Large and small claims, both in state and out of state, have been settled to the complete satisfaction of the persons affected (details will appear in future issues of the JOURNAL). You owe it to yourself to investigate this low-cost plan. A form requesting exact prices is printed on the opposite page. *Regardless of when your present insurance expires, send in this form at once.* Within two months before the expiration of your policy we will mail you the specific cost data which then applies to your particular car.



# NEW BOOKS AND AUDIO-VISUAL AIDS

## PORTFOLIO FOR KINDERGARTEN TEACHERS

THIS is a general service bulletin, revised 1951. Four leaflets of the 1945 Portfolio for Kindergarten Teachers have been reprinted with new bibliographies added; three have retained former titles but have been rewritten; one rewritten has a new title; four are completely new. The titles of the 12 leaflets are:

What to Expect of the Fours and Fives, by Marie Belle Fowler.

Kindergarten Housing and Furnishings, by Mamie W. Heinz.

A Good Day for the Four-Year-Olds, by Nancy Nunnally.

A Good Day for the Fives, by Synva Nicol.

The Kindergarten Program, by Olga Adams.

Beginning School, by Mamie W. Heinz.

Dramatic Play, revised by Lenore Wilson.

Kindergarten's Responsibility Toward Reading, compiled by Elizabeth Neterer.

Science and Nature Experiences for Young Children, by Anna Eveleth Holman.

Individual Records and Parent Conferences, by Mamie W. Heinz.

Home-School Relationships, by Viretta C. Van Dorn.

Music Experiences for the Fours and Fives, compiled by Mamie W. Heinz.

Leaflets sold separately at 10 cents each; 12 leaflets, 75 cents; Association for Childhood Education International, 1200 Fifteenth Street, NW, Washington 5, DC.

**The Army of the Pacific**, its operations in California, Texas, Arizona, New Mexico, Utah, Nevada, Oregon, Washington, plains region, Mexico, etc., 1860-1866, by Aurora Hunt of Whittier, deals with a hitherto practically unknown theme. This Army, composed entirely of volunteers, did full

duty in the defense of the nation during the Civil War years.

The book is large 8vo, 455 pages, 17 plates and folding map; with extensive bibliography and analytical index; price \$10 postpaid, plus 30c tax; published by Arthur H. Clark Company, Glendale 4, California.

The author is a descendant of an early California family, was trained in research and historical writing at University of California, Berkeley, and devoted 15 years to the collection and organization of the material for this volume.

**Elementary Teachers Guide to Free Curriculum Materials** is another big handbook in the valuable series issued by Educators Progress Service, Randolph, Wisconsin. The 8th annual edition, comprising 360 pages, is a complete, up-to-date, annotated schedule of free maps, bulletins, atlases, pamphlets, exhibits, charts, scripts, transcriptions and books; price \$4.50.

## BEGINNING READING

WINSTON'S new reading program for beginning reading includes a new approach to phonics. The big packet of teaching materials includes 54 colorful charts, 16x20 inches. There are 36 general group experience charts and 18 additional charts including the new pre-primer level.

Entitled "Easy Growth In Reading" these beautiful charts in 4-colors provide an easier approach to beginning reading and a sound foundation in phonics. With the charts is a vis-o-graph easel for use in displaying the charts.

The individual experience material includes "My First School Book," 64 pages, colored illustrations, workbook type; also "Mary and Bill," the new pre-primer pre-level, book 1. This is the first of the 4 pre-primers. Accompanying "Mary and Bill" is "My Book About Mary and Bill," a workbook full of colored pictures.

A teachers manual fully explains and describes the use of all of the above-mentioned charts and books. For illustrated brochure and complete details address the John C. Winston Company at 190 Waverly Drive, Pasadena 2.

## Interesting NEW Books

By Laura B. Everett, Berry Creek

### For the Elementary Grades

**Chuggy and the Blue Caboose**, by Lydia and Don Freeman. Chuggy, the little switch-engine at the Round-house, has been in a book before. He has had many experiences; long before this he ran a snow-plow in the mountains. He is kind to the Blue Caboose on the side-track, though most of the engines and cabooses snub her. Chuggy is able to help the slick silver streamliner out of a snow bank. This is a gay little story with lively colored pictures. Viking; \$2.50.

**Skit and Skat**, by Morgan Dennis, will rejoice young animal lovers. The pictures of Skit, a cocker spaniel puppy, and Skat, an Angora kitten, are by the author and they are thoroughly delightful. This is a book that in its naturalness and artistry will give pleasure to both children and their elders. Viking; \$1.50.

**Mr. T. W. Anthony Woo**, The Story of a Cat and a Dog and a Mouse, by Marie Hall Ets. This is a story with real drama and suspense and very natural characterization. It won an important prize during Children's Book Week. The little cobbler with whom the animals lived was very kind to them, but they liked to quarrel and tease each other, to his great distress. But they learned to work together when his sister came to stay with him, and they persuaded her to return home. The story is "full of wisdom and ageless delight." Delightful illustrations by the author. Viking; \$2.

**Summerfield Farm**, by Mary Martin Black; illustrated by Wesley Dennis. These are the stories that Grandmother told to three generations of her family. The scene is the same for all — the farm high and cool in the mountains of Virginia where the family spent their summers. The stories are charmingly told, lively and interesting. They reflect harmonious home life and understanding sympathy with animals. This was awarded one of the prizes during Children's Book Week. Viking; \$2.50.

## CALIFORNIA TEACHERS ASSOCIATION, 693 SUTTER STREET, SAN FRANCISCO 2

C1051

**YES, I AM INTERESTED . . .** in your plan which may save me 40 per cent on car insurance. Please send me your suggestions for coverages, with exact costs and estimated savings for my particular car. This request does not obligate me to become a policyholder — I am free to decide later.

Name.....	Age.....	CTA No.....	School Name.....	School City.....
Spouse's Name.....	Age.....	Occupation.....	Employer.....	
Address: No. and Street.....		City..... Zone.....		
Date Present Policy Expires.....	Date Car Was Purchased.....	New.....	Used.....	Company Now Insured by.....
Car Year.....	Make.....	Model Name.....	Body Type.....	No. of Cyls.....
(Fleetline De Luxe, Custom De Luxe, etc.)				
Motor No.....	Serial No.....	Is Car Fully Paid For? Yes.....No.....		
If Not Paid For By Whom Financed?.....	Finance Co.'s Address: No. and Street.....			
City.....	Zone.....	Collision Losses In Past Year: \$.....	Other Losses: \$.....	
(If none, write "NONE")				
Other Drivers in Household Under Age of 25 Years Who Do Not Have Separately Insured Cars:				
Name.....	Age.....	Date of Birth.....		

**Mystery Nature Stories**, by Mary Adrian; pictures by Elizabeth P. Korn. The author has found twelve mysteries in the woods. They are told from the viewpoint of the birds and animals themselves, and are usually unraveled by some other animal or bird who is wiser. Rinehart; \$2.

**Feather Mountain**, by Elizabeth Olds; pictures by the author. This story of how the birds get their feathers is charmingly illustrated in color. One of the imaginative flights that children love. Houghton, Mifflin Company; \$2.

**Balance and Rhythm in Exercise**, by Maja Carlquist and Tora Amylong. Translated from the Swedish by Madeleine Hamilton. Illustrated by Georg Lagerstedt. "We can give our children from their first year at school a physical education program which teaches them the technique and habit pattern of relaxation. Rhythm is the keynote . . . to enable the children to relearn their natural way of moving." Viking; \$3.50.

*For Junior and Senior High School, Also Eighth Grade*

**The Apple and The Arrow**, by Mary and Conrad Buff. How Switzerland won her freedom from Austria, based on the story of William Tell. Good history interestingly and simply told. Illustrated by these well-known artists. Houghton, Mifflin; \$3.

**A First Book of Tree Identification**, by Matilda Rogers; photographs by Wynn Hammer. A book which "opens the door to immediate enjoyment and instruction for young and old." Food for a fascinating hobby. Random House; \$2.50.

**Night and the Cat**, by Elizabeth Coatsworth; illustrations by Foujita. A delightful volume for all cat lovers, with pictures by the great Japanese artist who "has always been fascinated by cats." Charmingly done. Macmillan; \$3.

**Wild Horses of the Rio Grande**, by George Cory Franklin; illustrations by William Moyers. A fine book of the Wide-Open-Spaces which will be welcomed by fans offers twelve stories set against the background of the W-Oxyoke and the Horse-Track Ranches along the Rio Grande. In addition, the author, who knows of what he writes, gives a list of the meaning of ranch terms, with marginal pictures, a sketch of the beginnings of the old cattle ranches and one on the training of cow horses. Houghton, Mifflin Co.; \$3.

### My Suggestions

**READERS** of this magazine are cordially invited to send suggestions and comments to the Editor.

Address CTA Journal at 693 Sutter Street, San Francisco 2, California.

On the attached sheet are my suggestions.

Name.....  
.....  
School Position .....  
.....  
Address.....  
.....

**Young Scott Books for Little Children** are greatly appreciated by the children, parents and early childhood teachers. Recent titles are, — Child's Goodnight Book, ages 2-5, \$2; What's In A Line?, ages 5-8, \$1.50; The Apple Jack Ate, ages 3-7, \$1.50; You Among The Stars, ages 6-12, \$2.25; Ups And Downs, ages 6-9, \$1; Here Comes Daddy, ages 3-5, \$1; Let's Start Cooking, ages 6 and up, \$1.50. Address William R. Scott at 8 West 13th Street, New York 11, New York.

The Editor of CTA Journal would be pleased to receive from teachers reports of unusual films, or other audio-visual aids, which they have used with success in classroom work.

### FOUR IMPORTANT FILMS

These films are 15 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine and your letter will be forwarded to the producer.

**Safety On The School Bus** (10 min., Young America Films).

Safety-wise ways to, from, and on the bus are pictured in the do's and don't's for all bus riders—school, city, or cross-country. Emphasizes safe practices for elementary and junior high riders as did "Safety To and From School" for young in-town walkers.

**Our Country's Flag** (10 min., color also, Coronet Films).

For elementary grades the history of our flag, what it represents, and why we respect it are made specific, and best of all, the Pledge of Allegiance is explained little word for big word, to give any child unforgettable meaning to the phrases he will so often repeat. (The method of introducing new vocabulary is a suggestion for teachers' classroom practice.) Flag etiquette is observed as the film closes with a parade and the children show that they know what to do as the flag goes by.

**Bali** (10 min., color, Encyclopaedia Britannica Films).

Sensitively photographed to reflect—not to spotlight nor to dramatize—natural beauty and primitive grace, this film documents the way of a people who keep peace and balance with each other, their land, and their gods. Rice culture in terraced fields, primitive spinning and weaving, street markets, religious ceremonies and temple dancing, story-telling in pantomime, are colorful episodes of village life showing the influence of religion and tradition on individuals in this society. Rich find for upper elementary grade to adult interests, in social studies, art, or anthropology.

**Beginning of Picture-Making; Picture-Making At The Gang Age** (6 min. each, color, International Film Bureau).

Two new titles in the Creative Hands Series show the essence of the developmental approach to art, making graphic the creative idea of growth in self-expression. Teachers and parents, seeing these films and the representative pictures in them, will better know how to encourage and evaluate the pictures made by their children at different ages. Different types of materials and equipment are suggested, to stimulate satisfaction through use. Others new in this series are Mask Making and Loom Weaving.

**Coffee: A Packet of Teaching Aids.** California teachers can obtain gratis an attractive packet of teaching aids on Coffee, by writing to Pan-American Coffee Bureau, 120 Wall Street, New York 5. Coffee is the leading commodity in Inter-American trade. This non-commercial study material tells of its cultivation, the interesting geographic characteristics of the Latin-American countries and the backgrounds of the people.

The influence of coffee and other important commodities in the functioning of Inter-American trade is dramatized and at a time when the inter-dependence of the Americas is a major concern of our foreign policy.

This is the material:  
For Elementary classes (history, geography, art, language). "Coffee—The Story of a Good Neighbor Product." Colorful project booklet for 5th or 6th grade.

For Secondary classes (Home Economics). Three pieces—"Coffee Now Being Served" (coffee in cookery and as a beverage), large directional brewing chart, small brewing chart.

Social Studies. Two pieces—Student manual and wall chart, "A Two-Way Street Between the Americas," for study of Inter-American trade.

Group of five leaflets with themes: The Commodity Coffee, History, Literary Traditions, Elementary Botany and Geography.

In these teaching aids, coffee is treated simply as a commodity; the study units are strictly non-commercial in character.

**Sharing Family Living**, by Baxter, Justin and Rust, 3 Kansas home economics experts, is a fine new Lippincott text of 542 pages, with 275 illustrations. This attractive junior high school book is a complete revision of the authors' previous texts. It presents a well-balanced introductory course, including family relationships, foods, clothing, child care, grooming, personality development, and etiquette. Address J. B. Lippincott Company at 2322 Shattuck Avenue, Berkeley 4, or 367 South Pasadena, Pasadena 2.

**Educators Guide to Free Slidefilms**, 3rd annual edition, 1951, is issued by Educators Progress Service, Randolph, Wisconsin. This is a professional cyclopedic service on free slidefilms and slides, fully annotated, and listing 504 titles; price \$3. See also the announcement of the new edition of Educators Guide to Free Films, which appeared on page 29 of the September issue of this magazine.

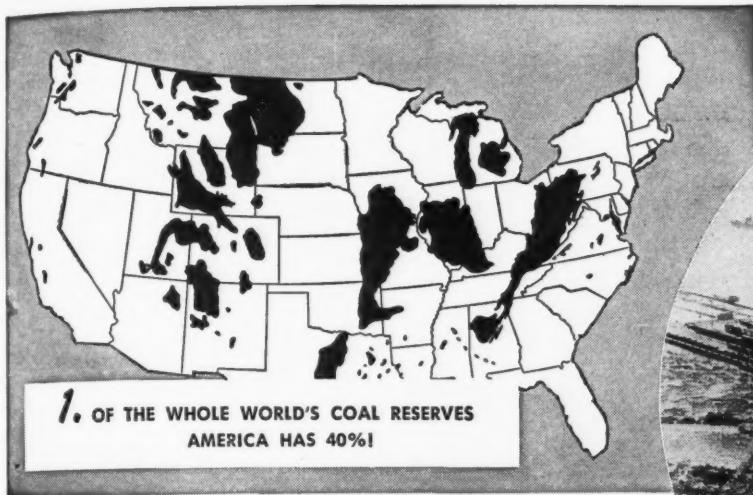
**Understanding Science Series**, for the elementary grades, is issued by John C. Winston Company, with California offices at 190 Waverly Drive, Pasadena 2. I Wonder Why, grade 1; Seeing Why, grade 2; Learning Why, grade 3; are the first three titles; these delightful books are profusely illustrated in full color. The next three titles, intermediate grades, will be available early in 1952. Because of the rapid extension of nature-study and conservation themes in the elementary schools, these happy texts are particularly timely.

**Social Learnings Readers.** Charles Scribner's Sons, with California offices at 55 New Montgomery Street, San Francisco 5, are issuing an important and timely new series of readers dealing with specific aspects of community living. Marie Elizabeth Smith, curriculum supervisor, primary grades, Los Angeles City Schools, is the author. Written for young children, the first two titles are Joe's Story of the Airport and Bill's



## THE TRUE STORY OF COAL

# For the next 2,000 years — America will depend on coal




The very backbone of America's industrial progress is coal—coal to make steel—coal to bring heat, light and power to factories as well as homes. How fortunate, then, that America has such vast coal resources!

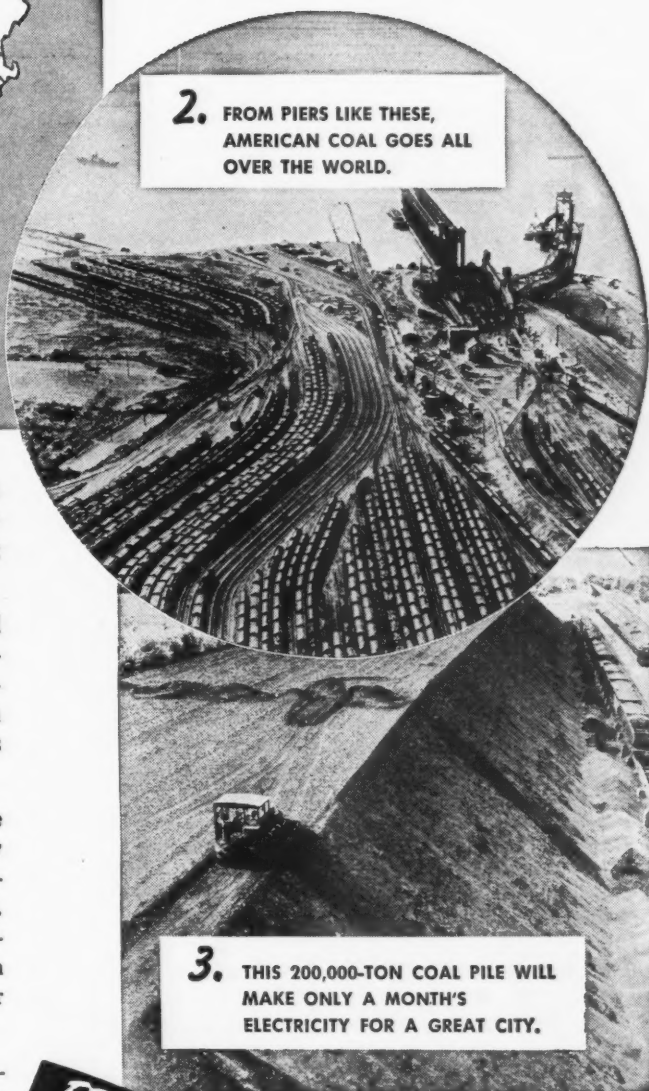
Did you know that almost 11% of the entire area of the United States contains coal—an area larger than Great Britain, Ireland and France combined? Did you know that of all America's fuel resources over 90% is in coal? No wonder that, in spite of the extra demands of defense, America can and does export coal—while she must import oil!

But the importance of this country's vast reserves would be greatly lessened if the coal were not mined with an efficiency that guarantees economical costs to the buyer—makes possible its widespread use. Here again America is fortunate. America's 6,000 privately owned coal companies have developed such efficient mining machinery that the American miner has an output that's 4 to 15 times that of any miner in Europe or Asia!

Yes, America will have all the coal it needs to make steel—all the coal it needs to generate electricity for homes—all the coal it needs for transportation and industrial power—all the coal it needs for heat and chemicals—all the coal it needs for all conceivable uses for hundreds of years to come to help keep America the strongest, most prosperous nation in the world.

Coal is America's most abundant, most dependable fuel, today . . . and for the future.

**BITUMINOUS  COAL**  
**BITUMINOUS COAL INSTITUTE**  
A DEPARTMENT OF NATIONAL COAL ASSOCIATION  
Washington, D. C.



**2. FROM PIERS LIKE THESE,  
AMERICAN COAL GOES ALL  
OVER THE WORLD.**

**3. THIS 200,000-TON COAL PILE WILL  
MAKE ONLY A MONTH'S  
ELECTRICITY FOR A GREAT CITY.**

**FREE  
TO TEACHERS**

Bituminous Coal Institute, Educational Dept.  
Southern Building, Washington 5, D. C.

Please send me your EDUCATIONAL KIT containing free teaching aids on bituminous coal. This packet includes special materials for the teacher, with specimen copies of items available for classroom distribution, including the new illustrated booklet, "The Bituminous Coal Story," and the latest U.S.A. Coal Map.

(PLEASE PRINT)

Name \_\_\_\_\_  
Street \_\_\_\_\_  
City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_  
Position \_\_\_\_\_



## How Johnny gets his breakfast (lunch and dinner, too!)

Johnny's eye roves the breakfast table hungrily. He's up early to have a good breakfast and still be in time for class—maybe yours.

As Johnny downs his fruit, he doesn't stop to think about the orderly system of getting the fruit to him fresh from far-distant orchards and groves—or the railroads upon which such a system depends.

As Johnny wolfs his cereal—he doesn't consider the vast fields of grain, the towering grain elevators, the great flour mills—or the railroads which connect them all.

As Johnny tackles his bacon and eggs and his glass of milk, the railroads are busy "assembling" millions of other meals for families in every corner of the nation.

America eats so well because of the vast production of American farms—the efficient processing of what they raise—the orderly system of distribution—and the railroads whose all-season, low-cost service helps make the whole thing possible.

Every day the nation's railroads carry more than 10,000 carloads of the products of agriculture—moving an average distance of more than 500 miles—so that Johnny and all the rest of us will get the food we need to be healthy and strong!

Listen to  
THE RAILROAD HOUR  
every Monday  
evening on NBC.

## ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Story of the Wholesale Produce Market. Two additional volumes soon to appear are Bob's Story of the Retail Food Market and Mother's Story of Dairying.

Each story brings to the child a detailed picture of a sequence of events that occurs as people work together in a community. The books are profusely illustrated and very attractive. Miss Smith is widely known in educational circles throughout Southern California. An illustrated review of the new series has appeared in the Los Angeles School Journal.

**Art in the Schoolroom**, by Keiler, is the title of a beautifully printed and illustrated book issued by University of Nebraska Press, 209 Administration Hall, Lincoln 8, Nebraska; price \$4. This is one of "The Small School in Action Series" published under auspices of Teachers College, University of Nebraska. This excellent text is of special assistance to many elementary school teachers who face the prospect of teaching art, in which perhaps they have had little training. Professor Keiler, for several years a public school art supervisor, has written the text specifically for such teachers.

**Building Reading Skills**, by Armstrong and Hargrave, published by McCormick-Mathers Publishing Company, Wichita, Kansas, is an outstanding new series. It includes 6 text-practice books, three sets of "skill builders," a box of 78 "phonics key-cards," and a teachers guidebook. The cards are used in teaching the sounds of consonants, consonant teams, vowels, vowel teams, and vowel and consonant teams. This foundation skills series stresses both phonetic and structural analysis of words.

This is a valuable and practical supplement to any set of readers. The courses were developed in the classroom-laboratory of the teacher-authors and have proved their effectiveness in actual classroom use. This developmental and corrective reading program includes the teaching of effective methods of word attack and ways of correcting faulty reading habits.

**Everyday Grooming**, by Livingstone and Maroni, is a practical handbook and guide for business and professional women and covers all aspects of home grooming. It enables the individual to best supplement, with proper daily care, the services of the beautician. It tells what to do and how to do it; 175 pages, many illustrations; price \$2.75; published by McKnight & McKnight, Bloomington, Illinois.

**Tested School and Community Breakfast Program Activities** is an excellent, profusely illustrated source-book, of 63 pages, issued by Cereal Institute, 135 South LaSalle Street, Chicago 3; gratis to teachers. It was compiled from about 100 city and state-wide better breakfast programs. Better Breakfast Month is now being launched; the book is useful for all school-people who are participating in the campaign. Results of nationwide surveys indicate that one out of every five children goes to school with a poor breakfast.

**This Is the Life**, a new Heath text of over 300 pages, charmingly illustrated, is by Wellington G. Pierce, head of the social studies department, Woodrow Wilson High School, Long Beach. Planned as a basic text for orientation classes, this delightful book holds, with every page, the interest of teen-age boys and girls; price \$2.60; address D. C. Heath and Company, 182 Second Street, San Francisco 5.



Several thousand administrators and supervisors in California participated in the recently published bulletin, **The Characteristics of a Good Elementary School**. Materials developed at section meetings of California Elementary School Administrators Association and California School Supervisors Association, together with materials developed by educational groups in other states, provided the basis from which a committee of the National Council of State Consultants in Elementary Education, in cooperation with elementary staff members of U. S. Office of Education, prepared the statements which enumerate the characteristics of a good elementary school.

The 18-page bulletin, illustrated with line drawings, is of value to administrators and supervisors in carrying on workshops, institutes, and study groups. Copies in any quantity may be obtained by writing Elsa Schneider, Hotel Dupont Plaza, Washington 6, DC, at 50 cents each.

**Rhythm in Elementary Education**, by Elizabeth L. Sehon, associate professor and Emma Lou O'Brien, accompanist, women's physical education department, University of California, Santa Barbara College, is a new and comprehensive textbook for classroom teachers interested in the rhythmic program for the primary and elementary school child. This book presents a wide field of activities. Together with working materials and usable techniques, the text covers child development and the abilities of teacher and accompanist. 255 pages; brought out by A. S. Barnes and Company, educational publishers since 1838; address, 101 Fifth Avenue, New York 3.

**Science for Modern Living** is the title of a beautiful, authentic and thoroughly modern series of texts, recently published by J. B. Lippincott Company. The 9 books, one each for grades 1-9, are richly illustrated, beautifully printed, and stoutly bound. A complete general science program is thus attractively provided. Victor C. Smith, head of the department of general science of a Minneapolis junior high school, with several co-authors, has done a highly meritorious work in the development of this well-planned and well-written series. Many illustrations are in color. Books 7, 8, 9 are well organized for junior high school pupils. For complete details and prices, address either of the California representatives: Fres W. Bravy, 2322 Shattuck Avenue, Berkeley 4; Richard W. Francis, 367 South Pasadena, Pasadena 2.

**Public School Camping**, California pilot project in outdoor education, by James Mitchell Clarke, is a fascinating account of Camp Cuyamaca, established in 1946 in San Diego County. Prepared by the San Diego City-County Camp Commission and published by Stanford University Press, this fine illustrated book of nearly 200 pages is of great value to all interested in this important new development. Supervised camping is becoming a significant feature of the modern school program. Clarke's book is a "must." Price \$3.

**A Treasury of the World's Great Myths and Legends** (for boys and girls, age 8-13), by Strong and Leonard, is a beautiful big illustrated book of over 300 pages, presenting 37 stories in simple language and large type. The book is especially for children whose reading ability is of the lower school grade level; price \$3.75. Issued by Hart Publishing Company, 101 West 55th Street, New York 19, New York.

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## ADMINISTRATIVE CHANGES IN CALIFORNIA SCHOOLS: 1951-52

By Mrs. Mabel B. Taylor and Carl A. Bowman, CTA Placement Service

### City Superintendents

**Paul E. Crabb**, formerly assistant superintendent of Vallejo city schools, was appointed city superintendent.  
**George P. Chaffey**, president of Vallejo College, was elected assistant superintendent of Vallejo city schools.  
**William Wilson** was selected city superintendent at Grass Valley; before this appointment he was principal of Grass Valley high school.

### District Superintendents

**Dr. Nolan D. Pulliam**, former district superintendent of Redlands school district, was elected superintendent of Stockton unified school district.  
**Theo J. Norby** elected superintendent of Inglewood city schools to succeed Dr. Robert S. Cralle, who has accepted a commission with the United States government to do educational work in Japan.  
**Wallace Lozensky**, principal of Geyserville elementary school, was elected superintendent of Anderson Valley unified district at Boonville.  
**Ransom R. Lichty** was elected district superintendent and principal of El Dorado County high school district at Placerville; he was formerly assistant superintendent of schools at San Mateo.  
**Forrest L. Brown**, an elementary teacher in the Alhambra city schools, was chosen elementary district superintendent at Greenfield.  
**Weston Alt**, formerly principal of Coalinga junior-senior high school, was elected district superintendent and principal of the Fowler high school.  
**Frank P. Schieber** is elementary superintendent, Bellevue school district, Santa Rosa; he was formerly elementary superintendent at Forestville.  
**Maybert A. Brush**, elementary superintendent at Mount Shasta, was elected superintendent of Willows elementary school district.  
**Daniel J. Fenno**, who took over the superintendency of the Mount Shasta elementary schools, was formerly assistant superintendent at Roseville.  
**Ellis C. Carr** was promoted from elementary principal at Le Grande to the superintendency of Le Grande union junior-senior high school.  
**Albert R. Hutchinson**, formerly superintendent of Willows elementary district, is now superintendent of the Reed elementary district in Marin county.  
**Thomas F. Reynolds** was principal of Burlingame high school before his promotion to superintendent of San Mateo union high school district.  
**Harry Anderson**, formerly principal of Caruthers union elementary school, has been appointed superintendent over both the high school and the elementary school districts.  
**Elmer J. Lindstrom**, dean of School of Education of Seattle Pacific College, is now superintendent of Paradise unified school district in Butte county.  
**Carlisle H. Kramer** was elected elementary district superintendent at Hillsborough.  
**Charles O. Blayney**, vice-principal of Selma high school, was promoted to superintendent and principal of the school.  
**Harvey R. Hood** was appointed district superintendent of Madera city elementary schools; before taking this post he was assistant district superintendent of schools in Brawley.  
**Dr. Clyde Curry** was appointed deputy superintendent and director of administration for San Mateo county; he was formerly associated with that office as director of research.  
**James M. Dutton** accepted the position of superintendent of Palo Verde union elementary school district in Tulare county. He was formerly principal of Traver joint elementary school.  
**Elton N. Thompson**, who was elementary principal at Los Altos, is superintendent of Lake Valley elementary school district.  
**Frank O. Fenley** was elected elementary district superintendent and principal of Thermalito union school district in Butte county.  
**Shirley Powers** principal of Park Avenue elementary school in Yuba City, was promoted to elementary superintendent.  
**Thomas E. Evans** an elementary principal in Mt. Diablo unified school district, is superintendent of Gridley elementary district.  
**Alfred C. Erickson** is superintendent of Laguna Salada union elementary district at Sharp Park; he was formerly superintendent of Mendocino union elementary district and high school district.

**J. Ray Messinger**, formerly with Kern county office, is superintendent of Maricopa unified school district.

**Harry R. Wilson**, principal of Calexico high school, was elected superintendent of Tehachapi union high school district.

**Maxwell L. Rafferty, Jr.**, principal of Big Bear Lake high school, will succeed superintendent Merton N. Rice, who retired on July 1 from Saticoy elementary schools.

**Dr. Jay N. Holliday**, from Los Angeles State College, is the superintendent-elect at Moorpark Memorial union high school. Dr. Holliday takes over the duties of former district superintendent John M. Austin, who was called back into military service.

**Dr. Norman Scharer**, principal of Alhambra high school, accepted the position of assistant administrator of Ventura union high school district.

**John F. Land** was chosen superintendent of Encinitas union school district, the position formerly held by Ray E. Winter, who retired.

**Ben F. Fugate** is the new superintendent of Oceanside elementary school district.

**Dr. Sherman Freeman** was elected to the superintendency of Trona unified school district.

**Dr. Jacob F. Wiens**, who was superintendent at Tehachapi union school district, has now taken over the duties of superintendent of Hemet unified schools.

**Clarence T. Bowman** is the new assistant superintendent of Indio school district.

**Bruce Miller** was elected district superintendent of the Riverside city schools.

**Richard Farmer**, principal of La Canada school district, is now district superintendent there.

**Ross B. Speer**, formerly high school principal at Redlands promoted to district superintendent of Redlands city schools.

**Roy Maryott** is now superintendent of Palmdale elementary schools; he was vice-principal of the Antelope Valley high school and junior college, Lancaster.

**Robert F. Hilburn** is the new superintendent of the Lennox school district.

**Cecil B. Stowers**, a principal, was promoted to the superintendency, Carmelita school district.

**Irwin Shimmim**, Trona unified school district, is the new superintendent of William S. Hart union high school, Newhall.

**Lyman A. Dietrick** was appointed superintendent of the Gallatin elementary school district, Los Angeles county.

**Hugh M. Wilby** of Palmdale succeeds Paul Cook as superintendent of Calipatria unified school district.

**Paul Cook** was chosen as the new superintendent of Anaheim elementary school district.

**Deward Millsap** was elected to the superintendency of the new San Pasqual union school district which was formerly known as Fort Yuma.

**Roland A. Wilkie**, principal at Ora Loma, has been chosen district superintendent of Firebaugh elementary school district, Fresno county.

**Noel Cox**, superintendent-elect of the Cantua elementary school district.

**W. T. Atkin** was elected to the superintendency at Clovis union high school.

**James M. Dutton**, former principal of Traver joint elementary school, accepted the position of district superintendent of Palo Verde union elementary school district, Tulare county.

**Odie E. Ludlow**, former high school principal at Portola, is now superintendent of the Kingsburg joint union high school district.

**John H. Cleary**, who held the position of principal at Mt. Diablo high school, Concord, is now the superintendent and principal at Exeter union high school.

**Edward Morgan**, formerly superintendent of Dinuba schools, has accepted the superintendency for both the elementary and high school districts at Dinuba, Tulare county.

**Rex Tyner**, assistant superintendent of Hanford schools, was elected to the superintendency of the Sanger union high school and elementary districts.

**Chester D. Winship** was elected district superintendent and principal of the Yuba City union high school.

**Lewis McGraw** was chosen as the new administrator for the Ora Loma elementary schools district.

**Richard L. Campion** is the superintendent-elect of the Alpaugh unified school district in Tulare county.

**Henry Z. Wiebel**, former assistant superintendent of city schools in Taft, was elected superintendent of Daly City schools.



Philip T. Lones, formerly serving as assistant superintendent in San Leandro elementary schools, was promoted to the superintendency. Alexander R. Smith, a former principal in San Leandro, was promoted to the position of assistant superintendent.

Bernhard W. Gerdes was promoted to assistant superintendent of schools in Hanford.

Homer Briggs, assistant superintendent of the Ontario elementary schools, has accepted the superintendency of that district.

Evert A. Robinson elected superintendent, Glen Avon elementary school district, Riverside county.

Dean E. Grass of Newhall was elected superintendent of Topanga elementary schools.

Melvin J. Curtis, former principal of Lower Lake high school, elected superintendent of the new Desert union high school, Mojave.

David C. Bacon, formerly superintendent of schools at Georgetown, Idaho, elected superintendent of Mendocino high school district and unified elementary district.

Edward D. Morgan is now superintendent of Dinuba schools which will be under one administrative head for the first time. He was formerly principal and district superintendent of Dinuba joint union high school.

Clifford W. Jordan was elected district superintendent at Hoopa in Humboldt County.

### High School Principals

Loren A. Wann has been elected principal of Armijo union high school at Fairfield; he was principal of Yreka high school.

Stanley J. Balfrey was promoted to the principalship of Yreka high school.

Stanley W. Walgren, vice-principal and dean of boys at Acalanes high school in Lafayette, was promoted to the principalship of the school.

Chester G. Carlisle, who was high school principal at Exeter, is now the principal of the new Sir Francis Drake high school in San Anselmo.

Relfe W. Leavitt, a teacher at Carmel high school, was elected principal of Princeton joint union high school.

Alfred H. English, former principal of Princeton joint union high school, is now principal of Pierce joint union high school at Arbuckle.

Edward E. Range was elected principal of Caruthers high school.

Robert G. Batha, who was vice-principal of Quincy junior-senior high school, was elected principal of Chester high school.

Gerald Casey was elected principal of the Round Valley union high school at Covelo.

Lawrence R. Pool, who was a counselor at Taft high school, is now principal of Lake Valley branch of El Dorado county high school.

E. L. Coyner, formerly principal of Tule Lake elementary school, was appointed principal of Tule Lake high school.

James I. Stewart, who was director of curriculum for Phoenix city schools, was named principal of San Mateo high school.

John C. Allen, a teacher at Bieber high school, was promoted to the principalship of the school.

Gilbert Tennis was appointed principal of Grass Valley night high school.

Grayson E. Wade was elected principal of Raymond union high school, Madera county.

Claire W. Jobe of Fallbrook will serve as principal of Taft union high school.

Dr. Thomas C. Gallagher has accepted the principalship of high school in Needles public school system.

George A. Meffan was elected principal of Broadacres School for Boys, Los Angeles county.

Alfred H. Snyder, a former teacher at Covina high school, was promoted to the principalship of the new high school in Baldwin Park.

Paul Nielson will be the new high school principal at Calxico.

Edward Range was elected for the high school principalship at Caruthers.

Charles G. Hasty was elected principal of Leeving high school in Mono county.

Mr. Lontenack of Utah will be the new principal at Simi high school.

John Daughenbaugh was promoted from vice-principal to principal of Portola high school district.

R. G. Haycock has been promoted to the principalship of the senior high school in Redlands.

John F. Pierce, former superintendent, Kingsburg high school district, was elected principal of Adult evening high school, Newhall.

Karl Loeffler was promoted from dean of boys to principalship of Burlingame high school.

Leland S. Russell was director of guidance and counseling at Acalanes high school in Lafayette before his appointment as principal of the new Las Lomas high school in Walnut Creek.

W. Newton Price was elected principal of Dinuba joint union high school; he was formerly vice-principal.

James R. French, formerly a principal at San Anselmo, was appointed principal of Coalinga junior-senior high school.

Scovel S. Mayo was elected principal of Menlo-Atherton high school, Menlo Park.



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## High School Vice-Principals

**Kenneth S. McCombs**, formerly principal of Caruthers high school, will be vice-principal at Watsonville joint union high school.

**Stanley Baker** was elected vice-principal at Selma union high school.

**Richard N. Geary** was appointed vice-principal of LeGrande union high school.

**Harold Lawless**, who was the principal of Pierce joint union high school at Arbutus, was elected vice-principal of El Dorado county high school at Placerville.

**Frank Williamson**, South Pasadena, will take over the duties of vice-principal of Monrovia-Duarte high school.

**Lester Roth** has been elected vice-principal of Exeter high school.

**Luther C. Davison** is the new vice-principal of the junior-senior high school at Portola, Plumas county.

**Clarence Y. Green**, formerly an instructor and principal in Riverside schools, was appointed vice-principal of the junior high school at Coalinga.

**Nicholas Nugent** is vice-principal of Menlo-Atherton high school, Menlo Park.

## Elementary Principals

**Norman L. Esser** was elected an elementary principal in Cajon Valley union school district; he was formerly principal of Tule Lake high school.

**Howard Carter**, who was an assistant principal in Modesto city elementary schools, is now elementary principal at Gilroy.

**Dennie B. Willis** is principal of Santa Venicia elementary school in San Rafael; he was formerly superintendent of Anderson Valley unified district at Boonville.

**Russell K. Aitken**, formerly a teacher at McKinley elementary school in Burlingame, was elected elementary principal at Inverness, in Marin county.

**James K. O'Malley** was elected principal of Bolinas union elementary school in Marin county.

**Homer Hoyt** is principal over two elementary schools in San Rafael, the Short and Laurel Dale schools.

**Arthur R. Wagner**, who was elementary superintendent at Lakeport, is an elementary principal in Mill Valley school district.

**Darrell Hayes**, formerly an elementary principal at Gilroy, was appointed a principal in Fruitridge elementary school district in Sacramento county.

**E. Harold Langdon**, an elementary principal at Arbutus, is now principal of an intermediate school in Napa county.

**Donal Jassel** was appointed elementary principal at Boulder Creek.

**Clarence F. Nedom**, elementary district superintendent at Gridley, was elected to an elementary principalship at Santa Paula.

**Stephen M. Bailey**, a teacher in the San Mateo schools, was appointed elementary principal at Dorris.

**Lawton T. Ripsom**, formerly superintendent and principal of the Lakeside union elementary school at Hanford, accepted the principalship of the intermediate school on Truck Island in the Pacific Area.

**A. R. Silva**, principal of the Old Mill school in the Mill Valley district, will be elementary principal at Arbutus.

**Cyril G. Vassar** was elected principal of the Geyserville elementary school.

**Pittman A. Pettey**, former elementary district superintendent at Olivehurst, Yuba county, is principal of Kelseyville elementary school.

**James Rupp** was appointed principal of Lower Lake elementary school upon the retirement of the former principal, B. M. Gruwell.

**Lloyd Allen** was elected principal of Woodrow Wilson school at Hanford.

**Truc S. Tourtillott** and **Carl Lundberg** were appointed elementary principals in San Lorenzo schools in Alameda county. Mr. Tourtillott was formerly principal of the Quincy elementary school, and Mr. Lundberg elementary district superintendent at Madera.

**Hanlon P. Tharp**, formerly boys physical education instructor and athletic coach at Quincy high school, was elected principal of Quincy elementary school.

**Harold M. Jenkins**, who was a teacher in Sonoma county schools, will be elementary principal at Hoopa.

**George F. Algeo**, former Sutter county school superintendent who resigned several years ago to devote his time to ranching, has been named principal of Park Avenue elementary school, Yuba City.

**Wilder Modine** of Cuyama will be the new principal at Piru elementary school.

**Frank Lee Greenwood**, former elementary vice-principal, Saticoy, was elected to the principalship at Mesa Union, Ventura county.

**Dayton E. Dickey** will be a new principal at Nordhoff union elementary school district.

**Domingo Martinez**, **Vincent E. Alexander** and **Joe Rayna** will join the Oxnard elementary schools administrative staff as principals.

**Jack A. Culbertson** has been elected as principal of Ellwood union school district, Ventura county.

**Ross Ruth** of Orland has accepted the principalship in Cuyama union school district.

**Arthur Howie** is principal-elect at Cajon Valley union school district.

**Harl J. Brown** and **Mr. Barnes** will both be on the administrative staff at La Mesa-Spring Valley as new principals.

**Perry Morris** was chosen principal of Ramona elementary school and vice-principal of the high school.

**George C. Ellis** of San Ysidro elementary has been selected for the principalship at Valley Center union school.

**Dr. Johnson** is the new principal of elementary schools in Needles.

**Floyd W. Lewis** and **A. A. Hamilton** were both elected to principalships in Indio.

**Rulon A. Jones** accepted the position as principal of San Jacinto elementary school.

**Lionel L. Hoffman** has joined Willowbrook elementary school district as a principal.

**G. Wilson Bell** is a new principal in the Paramount school district.

**Ernest E. Joule** and **Francis B. Martin** are both newly-elected principals at Lawndale school district.

**Duane Hatch** has joined the staff at the Hermosa Beach city schools as an elementary principal.

**Richard E. Mileham** will serve as principal in the Compton elementary school district.

**C. M. Rutherford** of Kansas has joined the California school system by being selected principal in East Whittier schools.

**H. Ellison Bonner** is the principal-elect in Norwalk school district.

**Duane M. Morse**, Sulphur Springs, will join the Glendora staff as principal.

**Jerome K. Edwards** and **Herbert W. Ward** will serve as principals in Costa Mesa school district.

**Ewald Kayser** of Huntington Beach has been elected to serve as principal of Capistrano Beach school district.

**William Branca, Jr.**, is principal of Mulberry school district, Imperial county.

**Ira W. Like** was elected principal of Bard elementary district.

**Jack C. Goodwin** of Auburn was chosen principal, Herlong elementary school.

**Irwin Butts** was promoted to the principalship of Traver joint elementary district.

**T. Wade Brown** is the new principal of Linda elementary school district in Yuba county, Marysville.

**Floyd T. Allen** has accepted a principalship in Hanford.

**Mr. Phelan** of Inyo county and **Mr. Needham** of Gridley have both been added to the staff of Santa Paula school district as principals.

**Harry Moore, Jr.**, was supervisor in Santa Barbara county office before his appointment to the principalship of Keppel union school district in Littlerock.

**Allen S. Wonn** elected principal in the Lennox school district.

**James D. Harper** chosen principal in Paramount elementary schools.

**Stanley Corey** of Whittier elected principal in La Canada school district.

**James L. Grimes** was promoted to principal of Atlantic Street school at Roseville.

**T. Davie** was elected principal of Lakeside school, Hanford.

## Business Managers

**E. G. Garrison**, former superintendent of the Hemet schools, is now business manager and assistant superintendent of Oceanside elementary school district.

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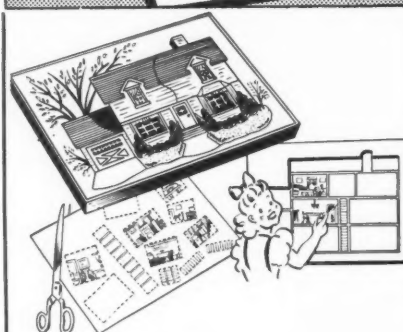
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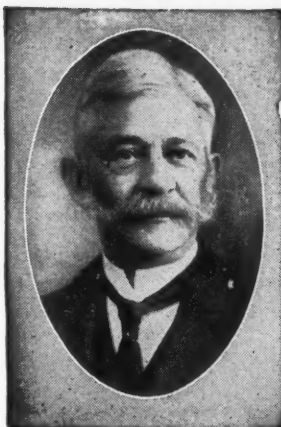
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Ronald Henderson of Torrence was elected business manager for the Palm Springs school district.  
 Leo Miller was elected assistant business manager of the Inglewood city schools.  
 John Bowers of Artesia is now business manager in Baldwin Park schools.  
 E. Maylon Drake of Baldwin Park is the new business manager in Duarte school district.

#### Miscellaneous

Harry D. Wiser, who was formerly principal of Armijo union high school at Fairfield, is the new president of Vallejo College.  
 Frank P. Schroeter was superintendent of Fowler union high school before his appointment to the staff of the California State Department of Education, school planning.  
 Persis H. Cowan, formerly chairman of the department of education at Mills College, is now director of curriculum for Marin county schools.  
 Arthur H. Steffen, Lester Blackmore and Pauline Kagan have been appointed general supervisors for Marin county. Mr. Steffen was elementary principal at Middletown, Mr. Blackmore superintendent of the Reed elementary district in Marin county, and Miss Kagan was art supervisor in the Jefferson elementary district at Daly City.  
 James W. Stinchcomb, who was with the San Rafael schools, was appointed supervisor of child welfare and attendance for Marin county schools.  
 E. Morgan Greenwood was appointed director of child welfare and attendance for Merced unified high school district.  
 Jack Vassar will be head counselor at the Lassen union high school at Susanville.  
 Frank A. Heath, formerly district superintendent and principal of Clovis high school, was named administrative assistant and director of education for El Dorado county schools.  
 Harold Cornacchia was appointed El Dorado county supervisor of physical education; he was formerly a physical education instructor at Long Beach.  
 Warren H. Natwick, who was with the State Department of Education, is director of education for the San Mateo county schools.  
 A. H. Glantz selected by San Mateo county for the position of curriculum director.  
 Albert Grant elected curriculum coordinator for the Inglewood city schools.  
 Hubert D. Eldridge will be the new curriculum director of junior, senior and high school for Pomona school district.  
 Richard C. Robbins elected curriculum director of junior high, Stockton unified school district.  
 Dan Ellis, former district superintendent of Charter Oak, elected assistant superintendent in charge of curriculum for the Baldwin Park school district.  
 Elizabeth B. Zilen, Baldwin Park, was chosen curriculum director for East Whittier schools.  
 E. Lucille Turner elected curriculum coordinator in San Mateo city schools.  
 Myron Woolever was elected director of child welfare and attendance, Imperial county.  
 Claire Jordan was chosen supervisor of child welfare and attendance, Downey junior high school.  
 Vern Pearson was selected as supervisor of child welfare and attendance, Santa Barbara county schools.  
 Leota G. Wholey, former assistant professor of education at Oregon College of Education, was appointed supervisor and curriculum coordinator in the Garvey school district.  
 Frances V. Farrell of University of Idaho has accepted appointment as supervisor of elementary school at Lompoc.  
 Mrs. Ruth H. Higgins of San Deguito was chosen as dean of women for Reedley junior college.  
 Dr. Glen Paul joins the Humboldt county schools staff at secondary coordinator.  
 Helen Disney has been elected supervisor of the West Riverside elementary school.  
 Phyllis J. Shane elected elementary supervisor of the Costa Mesa schools.  
 Thelma Dawes of Visalia was appointed supervisor of the Taft elementary schools.  
 Wilma Becknell will be on the Santa Barbara county schools staff as health coordinator.  
 Dr. Faith Smither was selected guidance consultant in the Santa Barbara county schools.  
 John Mills was appointed assistant director in El Camino junior college. Mr. Mills was formerly dean at Santa Maria junior college.  
 Dr. Harsen of Arizona was elected to the position of director of instructional program for the El Camino junior college.  
 Merl Sloan was promoted to the position of director of student personnel at El Camino junior college.  
 Victor Mangini, formerly in the physical education department at Burlingame high school, is now dean of boys.  
 Paul Clandon was promoted from physical education department to dean of boys at Capuchino high school in San Mateo district.  
 Mrs. Eleanor Kellum was appointed dean of girls at Menlo-Atherton high school.



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## Two Poems

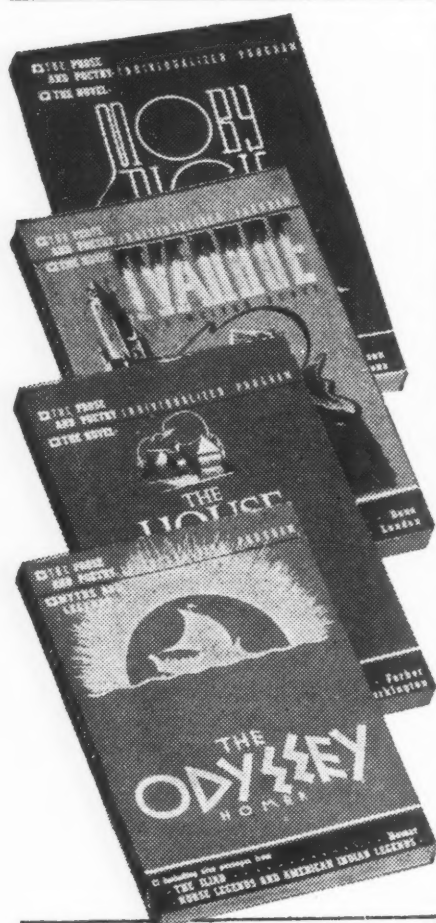
### Reward

**T**eacher has a moment  
She shares with no other;  
The peak of compliments is reached,  
When a pupil calls her Mother.

### Observation

**W**HAT did we do before TV?  
Is it only now we've learned to see!  
But how limited remain our sights,  
When youngsters ride the range all seven  
nights!

— By Beatrice K. Kess, Teacher,  
Jordan Junior High School,  
Burbank



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## One Precious Moment

### A Life In My Hands

By a California Teacher

**B**EFORE me stands a pupil. He has come to me with a poor record, a defiant attitude, a lack of interest in himself or his work, a rebellious spirit, a disrespectful mien.

Before I speak or act, may I remember that:

For this one precious moment, I have a life in my hands—a human life. If there is something I can say or do to inspire a desire to learn to succeed, to accomplish, let me not fail. There may be adverse influence in the home, among the friends, but let me give this student a little help and guidance that will make him want to choose the higher course and the more difficult path.

May he remember that I gave of myself and that I was interested in him as an individual, regardless of the number of times I erred in judgment or the number of mistakes I made.

May I remember that he is in a sensitive stage, trying to balance the child with the man within himself, without my years of experience to aid him; that he is easy to inspire but so very, very easy to crush.

May I give him the desire to learn about the subject I teach rather than the fear of not learning because of grades or discipline.

May I leave with him some part of me that is strong and good and take from him something that will add to my stature and help me love and understand the other boys and girls to come.

When I begin to lose my belief in youth, my love of teaching,

When I begin to think only of the trials and irritations of my profession,

When I begin to teach a subject instead of boys and girls,

Let me have the good grace to step down and out of a profession that is too noble to brook the unfairness, irritability, egotism, sarcasm, cruelty that are often used as the tools of learning.

When a student comes home reporting facts he learned in class rather than the emotional or disciplinary scenes taking place in the class, the teacher is doing a good job.

### Citizens at Work

Kenneth H. Dobelbower is the director of the recently established regional office of the National Citizens Commission for the Public Schools, at 1014-8th Street, Sacramento 14.

The commission (composed of more than 35 of the nation's top leadership in business, industry, journalism, the professions, labor and welfare agencies) is actively engaged in providing support for the effort to improve Public Education all over America.

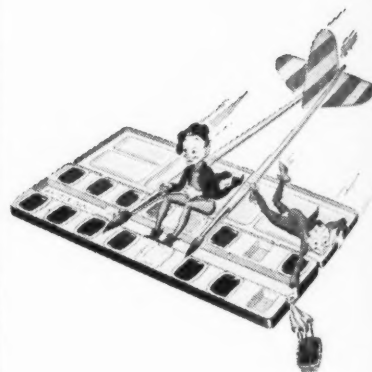
Under the slogan "The problems of public education concern all of us, and it is time for all of us to do something about them," these men and women are placing at the disposal of the citizens and the educational leaders all the resources available to assist in improving Public Education at the district, county and state level.

## In Memoriam

**Mrs. Mary Wellens Trittenbach**, for many years an elementary teacher in South San Francisco, passed away in May. Her fellow-teachers of South San Francisco Teachers Association prepared a beautiful tribute, published locally.

She taught in Oakland, Tuolumne County and San Bruno before going to South San Francisco in 1925. For many years she served as Americanism chairman of the American Legion Auxiliary unit.—South San Francisco Teachers Association.

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## "It's News to Me"

THESE announcements by manufacturers of new products are of professional interest to educators. If you are unable to find these items locally, write to this magazine and your letter will be forwarded to the manufacturer.

**Richard Best School Series** pencils are engineered specifically for school work. Tryrex, the new ortho-digital shape, is scientifically designed to fit the normal writing position of the fingers. The over-size Tryrex affords a perfect grip for small fingers and will not turn while writing.

**School Progress Chart** was developed for shop teaching by a teacher in a vocational-technical school. It offers a simple but effective device for any teacher who wishes to check individual project progress. Size 17" x 22", records up to 26 students on 30 projects. Priced 10 for \$1.50 or 5 for \$1.

The **Standard filmstrip and slide projector** permits daylight projection in the classroom. The undarkened classroom permits the teacher to see her pupils and they in turn can see to take legible notes. The teacher can point to objects on the screen as she operates the projector, using a mechanical pointer built into the projector. Cost \$114.80.

The **Tapemaster**, plays magnetic recordings made on any standard tape-recorder. It enables high fidelity playback of magnetic tape for the playing back of lecture material, speeches, dramatic and musical presentations. It is completely portable and is available either with its own 5 1/4-inch loud-speaker and 4-tube amplifier or with pre-amp only, ready to plug into existing amplifier, radio or TV set. \$69.50 for the attachment and \$89.50 for the unit with amplifier and speaker.

### COMING EVENTS

**September 30-October 3** — County and Rural Area Superintendents; 6th national conference. Dallas.

**September 30-October 3** — California School Trustees Association; 21st annual convention. Municipal Auditorium, San Jose.

**October 3-5** — California Association of School Administrators; annual convention. San Jose.

**October 5** — Rural School Charter Day; auspices NEA Department of Rural Education.

**October 6-10** — Conference on Direction and Improvement of Instruction and on Child Welfare; annual meeting; held in conjunction with annual conventions of California School Supervisors Association and California Association of Child Welfare and Attendance. Sacramento.

**October 8-10** — Second Commission on Life Adjustment Education; national work conference. Washington, DC.

**October 12** — California School Public Relations Association; first fall meeting. CTA Southern Section headquarters building.

**October 12** — Columbus Day.

**October 12-14** — CTA North Coast Section; annual training conference for leaders. Hotel Benbow.

**October 13** — CTA Bay Section Council; regular meeting. Laney Trade School, 240 East Tenth Street, Oakland.

(Continued on Page 32)

## PTA Loans and Aids

(Continued from Page 10)

discretion of authorized administrators in each school of nursing in accordance with stipulations for their use as specified by the California Congress.

Students desiring information in regard to these scholarships may write to any one of the 41 accredited schools of nursing in California.

## Counseling and Guidance

Twenty scholarships of \$150 each will again be available to teachers for summer study in the field of counseling and guidance.

These awards are used for advanced study in any one of several specified institutions within the State offering such courses.

Application forms may be secured from the State Office, CCPT, 322 West 21st Street, Los Angeles 7, after January 1, 1952.

## New Horizons in Teaching

Suggestions we hope you find interesting and helpful

# Children's Museum

Easy-to-get for your community

"Teachers bring their classes to the Museum and we cooperate in many ways in helping them develop talent and interest in individual students," says Ernest T. Luhde, Director, Museum at Stamford, Connecticut.

If you get a few parents and public-spirited citizens interested in Stamford's plan you'll be amazed how little money and work will get a Children's Museum going.

About a dozen years ago, Stamford Museum began in one room. Today it has a building with 12 exhibit halls and 8 acres of land. First were exhibits geared to youngsters' own hobbies, interests. Next, a plain, ordinary barnyard needing only ducks, laying hens, goat and sheep. City children were beside themselves with delight.

Teachers sent young artists to the barnyard to sketch from life. Art classes followed and art exhibits. Then came gem polishing and photography classes.



Other activities "grew"... week-end hikes for young naturalists; dancing instruction and lively, fun-giving square dances.

Director Luhde tries any good idea. He tried a weather class. Now has an official U. S. Weather Bureau Co-operating Station with daily weather broadcasts. He tried an astronomy class. Now has a little planetarium.

If Further Interested—MUSEUM NEWS, a little monthly bulletin packed with features showing the Museum in action, will be sent you at \$1 a year postpaid. Just write STAMFORD MUSEUM, Courtland Park, Stamford, Connecticut.



That lively, real-mint flavor of delicious WRIGLEY'S SPEARMINT GUM is always a satisfying treat. Home after a heavy day—enjoy the refreshing little lift it gives you!



# Yours . . . for the Asking

This issue contains many coupons that are ready to go to work for you when you drop them into the mail. A few pertinent offerings are listed in this column, but you will find other excellent material by watching the advertising in every issue.

1. **See All the World Here in America**—Greyhound's newest wall mural; 8 feet long; lithographed in full color. Shows 9 outstandingly beautiful spots in America compared with similar spots in other parts of the world; includes 4 lesson topics; one to a teacher. Greyhound Lines.

2. **The Co-ordinated Classroom** is an illustrated, 48-page report covering every phase of seating, lighting, and decoration problems in the classroom and their effect on children's posture, vision and general welfare. American Seating Co.

3. **Educational Portfolio** contains teaching guide, large anatomical charts, two booklets on menstruation and cards for reordering more free material. Useful for group discussion. Personal Products Corporation.

6. **Contribution of Motor Vehicles to Industry, Farm and Home** is a teachers service kit prepared for the secondary level. It will dramatize your unit on transportation and create an appreciation of the advantages we enjoy as citizens of the U.S.A. Bureau of Educational Services.

7. **The New SVE Educational Catalog** is a most complete and up-to-date listing of projection equipment, Filmstrips and 2"x2" Slidesheets, including over 626 titles listed for the first time. A special feature is the "Select-A-Set" index on page 10, a combination index, table of content, and specific grade level indicator. Society for Visual Education.

11. **The Day of Two Noons**—The Story of Standard Time, with a review of confusing conditions prior to the adoption of Standard Time in 1883; time-zone map included. Available in classroom quantities for distribution to pupils, grade 6 and up. Association of American Railroads.

12. **Teaching Hints from Teachers** is a 24-page compilation of some of the more unusual and useful ideas contained in entries to Compton's Teachers Contest. Ideas are

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suitable for all grades, primary through high school. F. E. Compton & Company.

13. **Aids to a Health and Nutrition Program** is a revised edition of a catalog listing the materials planned to meet in a practical way the needs of the academic teacher, the specialist, and the administrator, and suggesting effective ways to develop a community-school program in nutrition education. General Mills.

14. **Questions and Answers About Color Television**, just off the press, should be of considerable interest to school people. Radio Corporation of America.

15. **Old King Coal Reigns Here**, a school pageant especially suitable for elementary grades. The cast may be comprised of 17 or less. Costumes are colorful but inexpensive. Stage easy to arrange. Bituminous Coal Institute.

18. **How to Prepare for a Career in Science . . .** for high school students, suggests subjects to study, developing skills and aptitudes, importance of human relations, opportunities and starting salaries in scientific careers. Simply written, illustrated with drawings, 16-page pamphlet, by Dr. H. B. Hass, manager research and development GAF, formerly head of chemistry department, Purdue University. General Aniline & Film Corporation.

## COMING EVENTS

(Continued from Page 31)

**October 13**—California Association of Women Deans and Vice-Principals; executive board meeting. Stanford University.

**October 13**—CTA Northern Section Classroom Teachers Department; all-day meeting. Chico State College Auditorium.

**October 13**—CTA Southern Section Council; regular meeting. Los Angeles.

**October 19, 20**—State Conference on Educational Research; 3rd annual sessions. Mar Monte Hotel, Santa Barbara.

**October 19-21**—California Association of Teachers of English, Central Section; 3rd Asilomar Conference. Asilomar.

**October 20**—California Scholarship Federation; annual Advisers' Convention. Chico State College.

**October 21-27**—United Nations Week.

**October 22-24**—National Association for Adult Education; joint meeting with California Adult Education Association. Hotel Alexandria, Los Angeles.

**October 23-26**—CTA Northern Section Conferences on Public Relations. October 23, Auburn; 24, Oroville; 25, Red Bluff; 26, Willows.

**October 26**—CTA Northern Section Conferences on Tax and Bond Campaigns, for trustees and administrators. Willows.

**October 26-28**—CTA Bay Section; annual training conference for leaders. Asilomar.

**October 27**—CTA Northern Section Council; regular meeting. Orland.

**October 27**—Navy Day.

**October 27**—CTA Board of Directors; stated meeting. Forest Hills Hotel, Pacific Grove.

**October 29**—American School Health Association and American Public Health Association; joint meeting. San Francisco.

**October 31**—Hallowe'en.

**October 31-November 2**—California State Junior College Association; annual fall convention. Ahwahnee Hotel, Yosemite National Park.

**November 1, 2**—San Francisco Public Schools; institute and Business Education Day.

**November 1-3**—NEA National Commission on Safety Education; interim national conference on school transportation. Washington, DC.

**November 2, 3**—Audio-Visual Association of California, Southern Section; regular fall conference. Harbor Junior College, Los Angeles.

**November 2, 3**—California School Supervisors Association, Bay Section; fall conference. Sonoma Mission Inn.

**November 3**—Western College Association; fall meeting, celebrating the 100th anniversary of University of Santa Clara. On the Santa Clara Campus.

**November 9-11**—CTA Central Coast Section; annual training conference for leaders. Asilomar.

**November 11**—Armistice Day.

**November 11-17**—AMERICAN EDUCATION WEEK; national observance.

**November 13-15**—CTA Northern Section Conferences on Professional Relations; November 13, Woodland; 14, Grass Valley; 15, Marysville.

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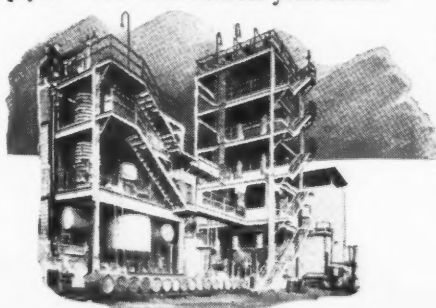
eight new dyes and intermediates last year...developed new dyeing processes, color and X-ray film, papers, acetylene derivatives...brought out PVP (*polyvinylpyrrolidone*), a superior blood plasma substitute and new detoxifier. Other GA projects promise even more important developments.

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Its Ansco Division, Binghamton N. Y., is the second largest US maker of photographic film, papers, cameras. Its Ozalid Division, Johnson City, N. Y. makes Ozalid reproducing machines and papers.

General Aniline is a good company to work for and with, worth watching!

**Write for free booklet...** "How to Prepare for a Career in Science" by Dr. H. B. Hass, Manager Research & Development (formerly head of Chemistry Dept, Purdue University).



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